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ABSTRACT

Current research studies related to oral reading at the elementary level are abstracted and listed by author in Part I of this bibliography. Part II contains citations and brief annotations of documents published from 1900 to 1950. Entries deal with such aspects as improving oral reading ability, using oral reading as a diagnostic tool, and using oral reading ability as a means of identifying research study subjects. Documents listed were drawn from the complete basic reference collection of the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER). Ordering instructions for microfiche and hard copy reproductions are included. (CM)

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reading
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Research on Elementary Reading: Oral Reading

Compiled by
Mary Kathryn Dunn
Indiana University
Larry A. Harris
University of North Dakota

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

... a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

ERIC/CRIER READING REVIEW SERIES

Bibliography 23

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Oral Reading

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November 1969

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined it its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

INTRODUCTION

Users of Research on Elementary Reading: Oral Reading are likely to have diverse concepts of what constitutes oral reading, as well as different purposes for information on the subject. Consequently, a broad definition was used as the criterion for evaluating documents for inclusion. The individual user can retain or reject cited documents depending on his needs and interests.

For the purpose of this bibliography, oral reading was defined as reading aloud in order to communicate a writer's ideas to an audience through a reader. The reader's responsibility is to understand the author's meaning and to transmit it to the listener. In order to do this, the reader must have certain skills. As David Russell says:

> Oral reading, like silent reading, involves comprehension, vocabulary, speed, and accuracy. In it knowledge of vocabulary and accuracy are almost synonymous. Comprehension and speed, however, operate differently in oral reading and in silent reading, because in oral reading it is chiefly the comprehension of the listener that counts, so that speed becomes undesirable beyond a certain point, perhaps a rate of 150 words a minute. [Children Learn to Read. 2nd ed. (New York: Blaisdell Publishing Company, 1961) 122-23.]

In the early elementary grades, when children are learning to read, emphasis on oral reading is great. By reading aloud, children display their increasing ability to use word recognition skills. Their teachers can use oral reading periods to assess improvement and to identify problem areas.

Even though major classroom emphasis changes from oral reading to silent reading in intermediate and higher grades, there is still a need for oral reading skill in order to present reports, to give directions, and to interpret literature. The diagnostic value of oral reading also continues.

Much of what appears in this bibliography reflects these two emphases on oral reading. There are entries which deal with the improvement of oral reading ability. These are concerned largely with primary and early intermediate grades. There are other entries which are concerned with oral reading as a diagnostic tool. These are not related to specific grade levels. In additon, there are entries in which oral reading ability was a means of identifying subjects, or in which oral reading improvement was among the study results.

Regardless of the scope of its entries, any bibliography quickly becomes dated. Therefore, additional searching will be necessary to include recent documents not listed here. Users are encouraged to search abstracting and indexing tools such as Education Index, Sociological Abstracts, Psychological Abstracts, and Current Index to Journals in Education for recent published literature. In addition, current issues of Dissertation Abstracts and Research in Education will alert the user to appropriate doctoral dissertations and new USOE reports. IRA Conference Proceedings are usually available in local libraries and occasionally in Research in Education.

Part One of this bibliography includes citations and abstracts of documents which were published from 1950 to 1967. Part Two contains citations and brief annotations of documents published prior to 1950. Both parts are arranged alphabetically according to the author's last name, and all entries are preceded by the ERIC/CRIER identification number. This number identifies the ERIC/CRIER Basic Reference from which the document was taken and is used to locate documents in the Indexes to ERIC/CRIER Basic References (ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).

Research on Elementary Reading: Oral Reading is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. And the final type is composed of state-of-the-art monographs which evaluate research findings in a given field, provide guidelines for applying this research to classroom practice, and identify research needs.

ERIC/CRIER publications utilize the Basic Reference Collection which includes more than 7,000 citations covering research and research-related reports on reading published since 1900. This document collection is one of the most complete reservoirs of reading information in the country. Numerous professional organizations, institutions of higher learning, government agencies, and individual researchers assisted in compiling it. The collection is composed of materials selected from published journal literature, dissertations, USOE sponsored research, and the conference proceedings of the International Reading Association, and it is accompanied by an author and a broad subject and grade level index for material published since 1950. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Avenue, Bethesda, Maryland 20014. This information follows the title of each reference. (See Appendix A for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

ERIC/CRIER Basic References

* Published Research Literature in Reading, 1900-1949
(ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).
Includes ERIC/CRIER identification numbers 2 to 2883.

* Published Research Literature in Reading, 1950-1963
(ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).
Includes ERIC/CRIER identification numbers 2885 to 4803.

* Published Research Literature in Reading, 1964-1966
(ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).
Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the Reading Review Series include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

* USOE Sponsored Research on Reading
(ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).
Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.

* USOE Sponsored Research on Reading, Supplement 1
(ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

* Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.

* Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See Appendix B for complete ordering information.)

* International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

* Indexes to ERIC/CRIER Basic References
(ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).
Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

* International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

Part I

Information on Oral Reading, 1950 Onward (Abstracted)

5350
Adams, John Bartlett. A Study of a Modified Basal Reading Program Featuring Speed Reading. 296p. (Ed.D., Colorado State College, 1965) Dissertation Abstracts, 26, No. 9, 5279-A. Order No. 65-14, 795, microfilm $3.00, xerography $5.60 from University Microfilms.

A modified basal reading program featuring speed reading was studied. Two reading groups at both the fifth- and sixth-grade levels were randomly selected for participation in the experimental and control programs. The experimental program was 26 weeks long and was divided into two 13-week periods. During the first 13 weeks the experimental groups received a modified basal reading program, and the control group received a traditional basal reading program. The groups were rotated for the second 13 weeks. Tests were given as pretests and post-tests to measure reading rate, oral reading accuracy, and general reading ability. It was concluded that substituting speed reading exercises for oral reading activities results in a significant increase in the reading rate of the average fifth- and sixth-grade pupils. No significant difference in oral reading accuracy scores of the pupils was found to result from the program. No significant difference was noted between the high- and low-ability group in mean word per minute gain.

2886
Anderson, Irving H. "The Relation of Meaning to Oral Reading Errors," The University of Michigan School of Education Bulletin, 21 (November 1949) 17-20.

Oral reading errors made by poor readers are discussed, and it is noted that poor oral readers tend to make mistakes which change the meaning of the material being read. Emphasis, therefore, should be placed on meaningful reading rather than on word calling. Two references are included.

6714
Attea, Mary. A Comparison of Three Diagnostic Reading Tests. 157p. (Ed.D., State University of New York at Buffalo, 1966) Dissertation Abstracts, 27, No. 6, 1530-A. Order No. 66-13, 082, microfilm $3.00, xerography $7.40 from University Microfilms.

A comparison of three diagnostic tests devised for elementary school children, the Durrell Analysis of Reading Difficulty, The Gates-McKillop Reading Diagnostic Tests, and the Spache Diagnostic Reading Scales, was carried out in order to determine their degree of relationship, their equivalence of grade levels, and the differences in variability among similarly labeled subtests. One hundred and one randomly selected third graders were administered all three tests with no more than a week's interval between each test. Among the differences significant at the .01 level were the oral reading and word recognition subtests, compared on the basis Durrell-Spache, Durrell-Gates, and Gates-Spache.

3691
Barbe, Walter B.; Williams, Thelma; and Gannaway, Virginia. "Types of Difficulties in Reading Encountered by Eighty Children Receiving Instruction at a Reading Clinic," Journal of Educational Research, 51 (February 1958) 437-43.

The diagnostic procedure used in the Junior League Reading Center at the University of Chattanooga is described. Sixty-nine boys and 11 girls being tutored at the Center formed the second through twelfth grades which were studied. The Durrell Analysis of Reading Difficulties was administered to all subjects. Scores in oral reading, silent reading, word analysis, and word recognition were obtained from the Bausch and Lomb Ortho-rator and from the audiometer. Observation of the children yielded valuable information concerning behavior and nervous mannerisms. Data were collected, tabulated, and grouped by primary, upper elementary, and junior and senior high school levels. Results indicated that about one half of the subjects tested from 2 to 3 years below grade placement in word recognition, one-fourth tested from 4 to 5 years below, and 15 percent tested 6 or more years below placement. Very poor word analysis was present even at the high school level. Many difficulties in oral reading were noted. Poor reading habits and nervous mannerisms were observed for the entire group. Signs of tension appeared to interfere with students' ability to read and/or with teachers' ability to teach. A detailed analysis of the reading abilities of the tutored students is reported in tabular form.

6702
Biemiller, Andrew J. and Levin, Harry. Pronounceability. Studies of Oral Reading, II. 12p. (BR-5-0617-6, OEC-4-10-113, 1965) ED 011 953, microfiche $0.25, hard copy $0.60 from EDRS/NCR.

Verbal reaction times to word forms that differ in their pronounceability were assessed for significance of correlation. Single pseudowords of varying pronounceability were shown to 36 third and fourth graders, and their reaction times for oral responses were measured. The responses were tape recorded, and the period of time from the exposure of the word to the onset of the final pronunciation was measured. Correlations were acquired between mean response latencies and rated pronounceability per word by grade level and word length. The correlations were all significant and clearly indicated that the harder a word was to pronounce, the longer was the interval from exposure of the word to the verbal response.

2890
Bond, Guy L. and Fay, Leo C. "A Report of the University of Minnesota Reading Clinic," Journal of Educational Research, 43 (January 1950) 385-90.

Twenty-three children, ranging from 8 to 13 years of age and from grade 1 through 6, were enrolled in a 5-week summer remedial reading clinic conducted by the University of Minnesota. Mental and reading tests and an informal checklist for observing silent and oral reading habits were used for diagnostic and evaluation purposes. Among the reading difficulties found were (1) faulty word recognition techniques, (2) overemphasis of phonetic analysis, (3) low silent reading comprehension, (4) limited vocabulary and experience, (5) negative attitudes, and (6) speech difficulties. The clinic stressed the importance of suitable materials, individualized remedial instruction and group activity, and awareness by the child of his weaknesses and progress. Its effectiveness was evaluated by comparing the average gains of the pupils with average expected gains. The group gained five times more than their previous achievement indicated they would gain. Teacher observations also showed positive changes in pupil interest and attitude toward reading. Thus, the clinic was successful in helping children with reading difficulties, in giving teachers experience in diagnosing difficulties, and in planning and executing a remedial reading program.

4372
Bovyer, George G. "Stories and Children's Concepts of Sportsmanship in the Fourth, Fifth, and Sixth Grades," Elementary English, 39 (December 1962) 762-65.

A study of children's knowledge of the concept of sportsmanship and the possible growth of this knowledge after exposure to the oral reading of 12 short sportsmanship stories is reported. Subjects were 213 fourth, fifth, and sixth graders from two elementary schools in California. Teachers read the 12 stories to the children; no discussion followed. At the beginning and end of the experiment, subjects were to write freely on the meaning of sportsmanship. A content analysis was made of the students' ideas included in the paper. Ten months later a sample of papers was rescored to ascertain the reliability of initial scoring. Initial knowledge and possible growth were compared to chronological age, mental age, grade, sex, and items expressed in the stories. Means, critical ratios, and correlations were used to analyze the data. Both experimental and control groups wrote fewer ideas at the conclusion of the experiment. Differences in the numbers of ideas written were significant between the fourth and sixth grades. The relationship of the number of ideas mentioned to mental age was positive and substantial. A table and references are included.

4193
Boyer, Ernest L. and Garwood, Victor P. "Effects of Delayed Sidetone and Speech Content on Elapsed Reading Time," Journal of Communication, 12 (March 1962) 44-50.

The primary purpose of this experiment was to investigate the influence of affective speech content upon the speech performance of both male and female subjects under nondelayed and delayed sidetone conditions. An experiment was conducted in which 30 male and 30 female subjects read three matched sentence groups (six pleasant sentences, six unpleasant sentences, and six neutral sentences) under nondelay and delay conditions. Prior to the experiment each test sentence was validated by subjects who read it aloud and who approached unanimity in choosing the category in which to place it. The measure used was the total reading time of each of the three sentence groups. The length of reading time for both the pleasant and the unpleasant sentence groups was significantly longer than that for the neutral sentence group. This finding was true for both male and female subjects and under reading conditions of both nondelay and delayed auditory feedback. Speech content was a significant source of variability. Tables and references are given.

6056
Burrows, Alvina Trent. "Creative Writing Is Related to Reading," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 270-72.

Middle and upper elementary-grade children can learn productively from a blending of their natural written expression with oral reading. In an outgrowth of the dictated experiences charts of earlier grades, children wrote stories for presentation to their classes. Oral reading of these stories provided face to face communication, practice in appropriate intonation patterns, and sensitivity to nuance and power of language. Three samples of children's writing are included.

6563
Capobianco, Rudolph J. and Miller, Donald Y. Quantitative and Qualitative Analyses of Exogenous and Endogenous Children in Some Reading Processes. 71p. (CRP-019, OEC-SAE-6418, Syracuse University, New York, Research Institute, 1958) ED 002 747, microfiche $0.50, hard copy $3.55 from EDRS/NCR.

The purpose of the present study was to investigate these aspects of the reading process: (1) silent and oral reading achievement, (2) pattern of reading errors, and (3) auditory and visual perception techniques. The fact that comparisons between the exogenous and endogenous groups on the quantitative and most of the qualitative aspects of test performance did not appear statistically significant tends to indicate that the degree of general disturbances of behavior of the exogenous group is not sufficient at this time to interfere with the acquisition of reading skills over and above the difficulties encountered by the endogenous group.

6688
Carroll, John B. Problems of Measuring Speech Rate. 13p. (BR-5-0215-38, OEC-5-10-239, 1966) ED 011 338, microfiche $0.25, hard copy $0.65 from EDRS/NCR.

A discussion was presented on the problems of measuring speech rate, a critical variable in speech compression, both in describing the input to any speech compression system and in characterizing the output. The discussion was limited to speech rate measurement of "oral reading rate" and did not deal with the measurement of "spontaneous speech." It was reported that if measurements are taken as "units of speech output per unit of time," they will normally be distributed over persons or occasions, but measurements will be positively skewed if taken as "amount of time per unit of performance." The use of "units of time per unit of speech output" was shown to be more effective if very small time units were used to report speech rate data. "Words per minute" was discounted as a unit of speech because words vary in length. As phonemes are difficult to count, the syllable was recommended as the unit of speech output for measuring speech rate, without accepting representative values of the units. These values could be standardized by further research. The author concluded with a discussion on the collection of normative data for standardizing the use of speech units for precise oral reading measurements.

3002
Carter, Homer L. J., " A Combined Oral Reading and Psychogalvanic Response Technique for Investigating Certain Reading Abilities of College Students," Journal of Applied Psychology, 34 (August 1950) 267-69.

A combined oral reading and psychogalvanic response technique was used with superior and inferior college students to explore the possibility of using the procedure to determine reading rate, comprehension, errors, and amount of frustration connected with the reading situation. Twenty students scoring above the seventy-fifth percentile and 20 students scoring below the twenty-fifth percentile on Test III (reading) of the Ohio State Psychological Examination were given six paragraphs of graded difficulty selected from the Gray Oral Reading Paragraphs Test to read. Reading rates, comprehension scores, and reading errors were recorded. As the subjects read each paragraph, changes in palmar skin resistance were measured by a Maico Psychometer. A significant difference in errors, rate, and comprehension between inferior and superior readers was found. Superior and inferior readers were also differentiated by change in palmar skin resistance as the material became comparatively more difficult. The importance of determining the effects of frustration on reading achievement in diagnosing reading disability was emphasized. Tables and references are included.

5400
Catteral, Calvin Dennis. The Effects of Pretraining in Auditory and Visual Discrimination on Texting in First Grade Boys. 99p. (Ph.d., University of Southern California, 1964) Dissertation Abstracts, 25, No. 6, 3387-A. Order No. 64-13490, microfilm $2.75, xerography $5.00 from University Microfilms.

The effect of pretraining in auditory and visual discrimination on texting (i.e., reading aloud) was studied. The subjects were 120 first-grade boys with average ability (IQ 85-115) and normal first-grade age. The subjects were randomly assigned to eight experimental groups, and the interaction between the auditory variables was analyzed. The author states: (1) Visual pretraining on configuration cues without auditory training produced the greatest amount of texting transfer for this population (.05). (2) For a combined auditory-visual approach, training on vowel letter-names and letter-sounds produced more correct texting responses than did similar training on configurational cues (.01). (3) Texting interference was associated with auditory training on configurational cues (.01), the value of which appeared to be primarily visual. (4) Although the discrimination task did not appear to facilitate texting, significant learning (.001) did take place in all groups. (5) The number of correct texting responses did not, as was anticipated, vary with word difficulty. There was no consistent relationship between the number of correct texting responses and IQ. A very significant difference in texting was found within subjects (.01) despite appropriate experimental control.

4586
Cheris, Barbara H. and Austin, Henry R. "Silent Reading Instruction Aids Oral Reading," Journal of Developmental Reading, 6 (Summer 1963) 243-47.

The effect of training in silent reading speed and comprehension on oral reading speed, accuracy, and audience eye-contact duration was studied. The experimental group consisted of 18 college students enrolled in the "Radio and Television Speaking" course at the University of Michigan. The training program included weekly reading instruction for 6 weeks, individual reading practice, and home reading practice.

Students were given the Diagnostic Reading Test at the beginning and conclusion of the course. The control group took the same television course under the same instructor without the reading instruction. Each group read the same test selection and was scored by the instructor and by a disinterested observer. The experimental group showed a significant increase in the combined speed-accuracy score over the control group. The findings lead to the following conclusions: The silent reading improvement course had a positive effect on the reading speed and accuracy of college students. There was no relationship between rapid silent reading and audience eye-contact duration during oral reading. The Austin report is summarized, and references are given.

6763
Christenson, A. Adolph. A Diagnostic Study of Oral Reading Errors of Intermediate Grade Children at Their Independent, Instructional, and Frustration Reading Levels (Research Study Number 1). 145p. (Ed.D., Colorado State College, 1966) Dissertation Abstracts, 27, No. 8, 2270-A. Order No. 67-1103, microfilm $3.00, xerography $6.80 from University Microfilms.

An Informal Reading Inventory was administered to intermediate grade students, and the independent, instructional, and frustration reading levels were determined for each student. The chi-square test was used to analyze the differences in the frequencies of oral reading errors at the three reading levels by sex, grade level, position of the errors in words, and by parts of speech. The following conclusions were drawn: (1) There was a significant difference in the frequency of reading errors made at the three levels. (2) There was no difference among the kinds of reading errors made by boys and by girls at the independent and instructional levels. There was, however, a significant difference in the kinds of errors made at the frustration level. (3) There was no significant difference in the frequency of the kinds of reading errors made by pupils in the various grade levels studied at the independent and frustration level. A significant difference was found in the frequencies made by pupils in grades 5 and 6 at their instructional levels. (4) There was no significant difference in the frequencies of errors made in the various positions in words, except when comparing instructional with frustration level. (5) There was a significant difference in the frequency of errors occurring among the eight principal parts of speech at the three reading levels.

4209
Collins, Ray. "The Comprehension of Prose Materials by College Freshmen When Read Silently and When Read Aloud," Journal of Educational Research, 55 (October 1961) 79-82.

Possible differences in amount of comprehension between the oral reading and silent reading of certain prose material at seven levels of difficulty were investigated. Seven stories at different levels of reading difficulty, from grade school level to upper division college level, were selected. Of the 60 subjects, second semester freshmen from speech classes at San Jose City College, 30 were administered the oral reading experiment, and 30, the silent reading experiment. The comprehension of the prose material was shown to be greater in the oral presentation, according to the difference between the means, but only three of these differences were significant. When the scores for the seven stories were combined, a "very significant" difference between the means was found in favor of the oral reading method. Conclusions and implications for education are drawn from the findings. Tables and references are included.

6669
Crockett, Walter H. Effects of Age, Social Status, Sex, and Race Upon the Understanding of Word Meanings Independent of Sentence Context. 37p. (HRD-266-65, BR-5-0697, OEG-5-85-081, Clark University, Worcester, Massachusetts, 1966) ED 010 381, microfiche $0.25, hard copy $1.85 from EDRS/NCR.

Individual differences which affect the ability to acquire word understanding were investigated. Groups of eight children were administered the "Word Context Test." Twelve different groups were formed by varying grade level (third versus sixth), sex, and socioeconomic status (white middle class, Negro lower status, and white lower status). Middle-class children showed a significantly higher level of verbal output than their low-status counterparts. This was consistent with the differences emphasis placed on verbalization by different social strata. In the adequacy of the solutions that were offered and the level of cognitive processes used, sixth graders performed at a consistently higher level than third graders. Contrary to hypothesis, there were no significant differences between groups from different social strata on any of the measures that were scored. There was a consistent sex difference in the use of word-sentence fusion as a signification process, with girls showing consistently more such responses than boys.

2898
Dearborn, W. F.; Johnston, P. W.; and Carmichael, L. "Oral Stress and Meaning in Printed Material," Science, 110 (October 1949) 404.

Evidence indicating that the ability of the subject to understand a prose passage may be given in quantitative terms by noting which words the subject stresses as important when he reads the passage aloud is presented. Readers who stress words which the author indicates should be stressed obtain significantly superior scores on a written comprehension test over the same material. Correlation coefficients ranging from 0.45 to 0.65 have been found consistently in several hundred high school and college subjects. This relationship between oral stress and meaning suggests that, at the primary grade levels, more emphasis on oral reading than has recently been recommended would be helpful. Furthermore, the possibility of improving the efficiency of print as a transmission system should be considered. Earlier suggestions that stress should be indicated by bold-faced type, italics, or spread-out letters have often been opposed. Such opposition should carry less weight in the light of the present study. Indications so far are that when a reader wishes to obtain utmost meaning from a document, he prefers stress indications in the printed material over conventional unstressed material.

4842
Della-Piana, Gabriel M. and Herlin, Wayne R. "Are Normative Oral Reading Error Profiles Necessary?" Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 306-09.

A study of the need for normative reading error profiles is described. The profiles of raw score error ranks were compared with the reading grade norm error ranks of 43 third- and fourth-grade retarded readers. Expected reading level was found using the California Test of Mental Maturity. Reading achievement level was based upon two averages using the California Reading Test with both the Monroe battery of Gray's Oral Reading Paragraphs, Iota Word Test, and the Monroe Word Discrimination and the Durrell Oral Reading Paragraphs, Word Recognition, and Word Analysis Tests. A number of oral reading error types were distinguished. Raw error scores were ranked and correlated with normative error scores using Rho, the Spearman rank order correlation. For most pupils the raw error scores were seen as giving similar information to the norms on reading error rank. The high correlation between the profiles of the tests is discussed. References are included.

6788
Elder, Richard Duncan. A Comparison of the Oral Reading of Groups of Scottish and American Children. 179p. (Ph.D., The University of Michigan, 1966) Dissertation Abstracts, 27, No. 9, 2875-A. Order No. 67-1732, microfilm $3.00, xerography $8.20 from University Microfilms.

A sample of 49 West Lothian County, Scotland, children, who began reading instruction at age 5, was compared with two samples of children from Ypsilanti, Michigan. The Michigan samples were randomly selected from second and third grade to obtain the specific numbers needed in each age-sex category. Oral reading was measured by the Gray Standardized Oral Reading Paragraphs Test. The principal results follow. (1) The mean score of the Scottish sample was significantly above the mean for the Michigan sample of the same age. No significant differences were found when the samples receiving the same number of years of instruction were compared. (2) A comparison of the rate of oral reading disclosed no significant differences in the samples of the same age. The Michigan sample read significantly faster than the Scottish sample with the same number of years in school. (3) A comparison of the tendency to read for meaning, as indicated by substitutions which change meaning and the self-correction of these errors, indicated that the Scottish sample made significantly more of these errors than did either Michigan sample. Although the Michigan samples self-corrected a higher percentage of these substitutions, the differences were not significant.

6331
Eller, W. and Attea, Mary. "Three Diagnostic Reading Tests -- Some Comparisons," Vistas in Reading. International Reading Association Conference Proceedings, 11 (1966) 562-66.

A comparative exploration of the Durrell, Gates-McKillop, and Spache diagnostic reading tests is reported. Between-test and within-test discrepancies were checked, using scores from a random sample of 101 third-grade pupils. Statistical analyses for the subtests for oral reading and word analysis showed high correlation for function and skill. The t-test for equivalency of scores showed consistently higher grade level values on the Spache test. Unequal item difficulties were noted for listening comprehension and for silent reading on the Durrell and Spache subtests. Since the tests are designed for observing faulty habits and weaknesses, the sophisticated diagnostician must evaluate pupils' reading abilities as they succeed or fail in the various test obstacles. References are listed.

3194
Fea, Henry R. "Interrelationships among Materials Read, Written and Spoken by Pupils of the Fifth and Sixth Grades," Journal of Educational Psychology, 44 (March 1953) 159-75.

An intensive study of the interrelationships among speaking, reading, and writing is reported. The method was to apply nine measures to materials read, written, and spoken by 140 fifth- and sixth-grade pupils in two California cities. The experimental material consisted of three samples of language from each pupil: (1) an oral reading of the story "Golden Harvest" by Elizabeth Yates, (2) the oral reproduction, and (3) the written reproduction of the same story. The nine measures used in the analysis of the samples were three measures of vocabulary, the type-token ratio, the Lorge readability formula, the mean and standard deviation of sentence length, the degree of subordination, the number of prepositional phrases, and some measure of the ideas expressed. Statistical comparisons are presented in tables. The level of development in the three language arts appears to be in the order of material read, oral language, and written language. The study showed a substantial degree of relationship among reading material, oral language, and written language samples among the subjects in verbal memories, number of words used, number of different words employed, number of hard words, number of phrases, and degree of subordination. References are included.

6704
Ford, Boyce L. and Levin, Harry. Homographs in a Semantic Context. Studies in Oral Readings, VII. Preliminary Draft. 16p. (BR-5-1213-7, OEC-6-10-156, 1967) ED 011 956, microfiche $0.25, hard copy $0.80 from EDRS/NCR.

The effects of semantic context on the verbal reaction times of children reading homographs were studied by a comparison of the effects of word or letter cues preceding the homographs to be read. The investigator devised two experimental word lists containing homographs preceded by one-word, semantically similar non-homographs and two control lists containing the same homographs in isolation or preceded by a meaningless consonant. The cue-homograph combinations were projected on the screen one item at a time. The time lapse between the visual presentation of the item and the verbal response of the subject was measured, and the reaction times for each of the four lists were compared. The subjects' reaction times for the experimental lists were significantly faster than for the control lists. The findings indicated that the shorter verbal response times resulting from the preceding semantic cues did not evolve from a priming effect produced by a preceding stimulus. The author concluded that a preceding stimulus must be meaningful, either grammatically or semantically, to facilitate the reading of words.

3315
French, Edward L. "Kinesthetic Recognition in Retarded Readers," Educational and Psychological Measurement, 13 (Winter 1953) 636-54.

A study of the relationship between kinesthetic deficiencies and reading disability is reported. It was hypothesized that children with retardations in oral reading not attributable to known extrinsic or intrinsic causes would be significantly inferior in kinesthetic recognition to children who were not retarded in oral reading. The study was restricted to hand and arm movements and to recognition (the ability to identify upon resubmission previously experienced hand and arm patterns). A test of kinesthetic recognition was devised and given to a group of 45 retarded readers and 45 normal readers, and the performances were compared. Subjects were between the ages of 8 years and 10 years, 11 months, with IQ's between 85 and 125. The following variables were held constant: school attendance, sex, race, visual defects, auditory defects, motor defects, and handedness. The reliability of the test of kinesthetic recognition used in the study was too low to permit its use for individual discrimination, but evidence supported the hypothesis for groups. Tables and a bibliography are included.

6808
Fry, Maurine Ann. A Transformational Analysis of the Oral Language Structure Used by Two Reading Groups at the Second Grade Level. 114p. (Ph.D., The University of Iowa, 1967) Dissertation Abstracts, 28, No. 8, 3021-A. Order No. 68-929, microfilm $3.00, xerography $5.60 from University Microfilms.

Differences in the oral language structure of two reading groups, below average and average or above, were investigated by the use of Chomsky's grammatical model (1957). Subjects were 57 second-grade children equated on chronological age, sex, intelligence, and social class. Oral language samples were obtained in response to 18 pictures. These samples were segmented into 50 communication units for each child. Thirty-seven transformational rules were written to derive the structures found in the data. Results indicated that the major difference in oral language structure used by the two groups was the below-average group's frequent usage of existence sentences. Two suggested explanations for this behavior were difficulty with organization and lack of self-confidence on the part of the below-average group.

4873
Garlock, Jerry; Dollarhide, Robert S.; and Hopkins, Kenneth D. "Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests," California Journal of Educational Research, 16 (March 1965) 54-57.

The correlation of the Wide Range Achievement Test (WRAT) with other reading criteria is summarized. The WRAT and Gilmore Oral Reading Tests (Form A) were administered to students referred for individual study. It was found that the WRAT and the Gilmore Oral Reading Test-Accuracy overlapped significantly. Both tests were related to the Comprehension section of the Gilmore, but a need for both types of tests for a full individual profile was indicated. The validity of the WRAT even with the atypical group of referred and mentally retarded pupils was noted. References and tables are included.

3839
Gibbons, Edward W.; Winchester, Richard A.; and Krebs, Donald F. "Variability of Oral Reading Rate," Journal of Speech and Hearing Disorders, 23 (November 1958) 591-93.

The variability of unimpeded reading rate under conditions duplicating those involved in auditory threshold estimation was studied; the hypothesis that sustained reading may have an influence upon oral reading rate was tested. A subject population of 60 normally hearing veterans was randomly selected from the caseload seen at the Audiology and Speech Correction Clinic of the Medical Division, Veterans Administration Regional Office at Los Angeles, California. A reading passage of neutral, expository prose taken from a fifth-grade reader was used for oral reading. The subjects were asked to read the passage while wearing earphones; the variability of oral reading rate was tested with a stopwatch at 200 syllable sections. It was found that in the case of normally hearing subjects sustained oral reading under earphones does not result in statistically significant temporal variations and that within these conditions, a uniform rate of speaking occurs. It was concluded that the estimation of organic threshold value established by means of delayed sidetone tests can be based upon the timing of sustained oral reading performance under delayed sidetone. Time changes occurring during the reading of equated, neutral prose passages were not the result of the reading task itself. Tables and references are included.

6815
Giles, Douglas Elbert. The Effects of Two Approaches to Reading Instruction upon the Oral Language Development of First Grade Pupils. 98p. (Ed.D., North Texas State University, 1966) Dissertation Abstracts, 27, No. 1, 139-A. Order No. 66-6410, microfilm $3.00, xerography $5.00 from University Microfilms.

The language experience and the traditional basal reader approaches were evaluated according to the gains made in the development of the oral language skills of two first-grade groups. The aspects of oral language measured were extent of verbalization, vocabulary, expressions of tentativeness, use of structural patterns, colorful and vivid expressions, and use of mazes. It was concluded that the language experience approach was more effective than the traditional basal reader method in the areas of diversity of vocabulary, the use of expressions of tentativeness, the use of vivid and colorful expressions, and the control of mazes. The language experience approach was more effective with boys than with girls. It is recommended that teacher education courses place greater emphasis upon language experience teaching methodologies.

5466
Glad, Joan Rogers Bourne. *Evaluation of the Remedial Reading Program in Utah Public Schools*. 101p. (Ph.D., University of Utah, 1965) *Dissertation Abstracts*, 26, No. 10, 5864-65-A. Order No. 65-13, 044, microfilm $3.00, xerography $5.20 from University Microfilms.

Reading achievement gains of more than 1 school year for pupils in remedial classes were compared with average yearly gains prior to remedial treatment and to characteristics of remedial teachers. A group of 1,512 pupils from grades 3 through 12, enrolled in 85 remedial classes throughout Utah, were tested at the beginning and end of the remedial year on alternate forms of the Gray Oral Reading Test. A sample of 443 pupils was measured for silent reading achievement using the Gates Reading Survey. The gains of 1,003 pupils from grades 3 through 6 were compared with the characteristics of teachers on the following dimensions: general verbal ability, diagnostic proficiency, personality characteristics, special training, and years of experience in teaching. Measuring instruments were the Terman Concept Mastery Test, Diagnostic Abilities Test and a Case Report Test, Edwards Personal Preference Schedule, and an Educational Data Sheet. Average gain in oral reading was significant when compared with the previous years' average gain. The difference in silent reading grade was not statistically significant. Neither measures of teacher diagnostic proficiency yielded significant correlations with reading gains of pupils. Only two of the Edwards personality scales were significantly related to reading gains--teachers who scored low on "Deference" and those who scored high on "Endurance" obtained greater gains in their remedial pupils. Neither the amount of training in remedial teaching nor the years of teaching experience appeared to be related to the criterion.

5129
Goodman, K. S. "A Linguistic Study of Cues and Miscues in Reading," *Elementary English*, 42 (October 1965) 639-43.

A descriptive study of the oral reading of first-, second-, and third-grade children is reported. The study treated reading as a psycholinguistic process which is cued or miscued during the child's interaction with written language. The subjects were 100 children attending the same school in a Detroit industrial suburb. Every second child on an alphabetical list of all the children was included in the study. Each subject was tested individually with a word list from a story on his grade level. He was then asked to read orally the story on which his word list was based. Following this, the child retold the story as best he could. Both the reading and the retelling were taped and studied. The children in the study were able to read many words in context which they could not read from lists. Children in successive grades were increasingly efficient in using cue systems outside of words. Substitutions and regressions in a child's oral reading are discussed.

Five implications for the teaching of reading are presented. A partial list of cue systems used in reading is given, and the types of reading errors are summarized.

3622
Gray, William S. "Summary of Reading Investigations: July 1, 1955 to June 30, 1956," Journal of Educational Research, 50 (February 1957) 401-41.

A summary of reading investigations published from July 1, 1955, to June 30, 1956, is given. The research is discussed under three headings: (1) the sociology of reading, (2) the psychology and physiology of reading, and (3) the pedagogy of reading. An annotated, alphabetical bibliography of the investigations is included.

3730
Gray, William S. "Summary of Reading Investigations: July 1, 1956 to June 30, 1957," Journal of Educational Research, 51 (February 1958) 401-35.

Ninety-six research articles in reading published from July 1, 1956, to June 30, 1957, are summarized under the following headings: (1) the social role and implications of reading--extent of newspaper and magazine reading, content of newspapers, and effect or value of reading; (2) the physiology and psychology of reading--significant interrelationship of factors, perception and vision, reversals, relationship between perceptual and intellectual processes, intellectual or cognitive processes, interests, factors associated with slow learners, personality and emotional factors among nonachievers, interrelationships of aspects of reading among disabled readers, reduction of stuttering in oral reading, and hygiene of reading; and (3) the teaching of reading--pupil achievement, reading readiness and factors influencing early progress in reading, phonics and word discrimination, vocabulary studies, evaluation of materials, methods, teacher behavior in promoting learning, content fields, mass media, remedial problems at particular grade levels, interests, reading improvement in high school and college, improvement programs for industry and government agencies, readability, and reading tests. An annotated bibliography is included.

3846
Gray, William S. "Summary of Reading Investigations: July 1, 1957 to June 30, 1958," Journal of Educational Research, 52 (February 1959) 203-21.

A summary and annotated bibliography of 118 reading investigations published from July 1, 1957, to June 30, 1958, is given. Sixteen summaries of research in specific areas of reading are listed and four books are discussed. Significant research findings are reported briefly under the following headings: (1) the sociology of reading, (2) the physiology and psychology of reading, and (3) the teaching of reading. An annotated bibliography is included.

3950
Gray, William S. "Summary of Investigations Relating to Reading: July 1, 1958 to June 30, 1959," Journal of Educational Research, 53 (February 1960) 203-22.

The investigations in this summary are arranged and reviewed according to the following broad subject areas: (1) specific aspects of reading, such as listening, visual problems, and reading retardation, (2) the sociology of reading or the use of different mass media, the effect of various forms of presenting news and of bias in interpretation, and the trends in newspaper circulation, (3) the physiology and psychology of reading, including relationships between reading and intelligence, correlations among reading, spelling, and arithmetic, relationships between reading and listening, studies of eye-movement, identification of factors influencing memory of words and paragraph meanings, studies of speed and comprehension, studies of oral and silent reading speed, notations of reading interests, studies of readability, and identification of factors associated with reading deficiency, and (4) the teaching of reading, including studies of achievement and progress in reading, phonics, vocabulary, grouping for instruction, developmental reading at the college level, remedial reading, and testing. All investigations are listed alphabetically by author, and a bibliography is given.

5496
Herlin, Wayne Richard. A Comparison of Oral Reading Errors on the Monroe Diagnostic Reading Examination and the Durrell Analysis of Reading Difficulty. 138p. (Ph.D., University of Utah, 1963) Dissertation Abstracts, 24, No. 10, 4084-A. Order No. 64-3146, microfilm $2.75, xerography $6.60 from University Microfilms.

Different methods of diagnosing the oral reading errors of disabled readers were compared using the Monroe Diagnostic Reading Examination and the Durrell Analysis of Reading Difficulty. New norms for error types on the two tests were developed to test the hypotheses (1) that the Monroe and Durrell diagnostic methods, reading grades, and age-grade norms would yield the same diagnostic information; and (2) that oral reading error norms would remain constant regardless of differences in educational experiences, basal readers, or unique school experiences.

(Reading grades and age-grade norms were similar at the mean, but age-grade norms had larger standard deviations. Mean gross error counts on the two tests were not the same, but disability cases were diagnosed similarly by gross error diagnosis from the tests.) Intercorrelations of the same error types on the different tests were high enough to suggest error type similarities, but low enough to suggest considerable error possibly due to inadequate sampling of specific error types. Basal reader groups had similar error patterns, and school group differences in errors were accounted for by IQ and reading achievement differences in different schools. Results tentatively suggest that a remedial teacher could use either of the diagnostic methods in determining oral reading errors with a reasonable amount of confidence.

3119
Ketcham, Warren A. "Experimental Tests of Principles of Developmental Anatomy and Neuroanatomy as Applied to the Pedagogy of Reading," Child Development, 22 (September 1951) 185-92.

The hypothesis of this study, that speech and reading represent a continuum in the process of language development, was tested by setting up a training situation and by evaluating the results. A sample of 32 boys from 7 to 10 years of age who were seriously retarded in reading were divided into comparable control and experimental groups. Training in posture, breathing, phonation, articulation and substitution of the secondary sensation of vision of symbol for fusion of the primary sensory perceptions of organic sensation, kinesthesis, hearing, and vision of movement was given to the experimental group and withheld from the control group. At the conclusion of the training period, the experimental group showed progress toward specificity for speech and oral reading which was accompanied by growth in oral reading age. Similar changes were not evident in the control group. Both groups showed growth in silent reading age during the training period, but that of the experimental group was nearly three times that of the control group. The training represented a scale of specificity which proceeded from biological to psychological gradients. A definition for readiness is suggested in terms of a progressive adequacy from less to more complicated levels of emergent specificity. A list of eight tentative conclusions is presented. References are given.

4914
King, David J. and Dodge, Ann-Michelle. "The Influence of Oral Recall on Immediate and Delayed Memory for Meaningful Material Practiced under Delayed Auditory Feedback," Journal of Psychology, 59 (January 1965) 141-47.

An investigation was made of the influence of oral recall and delayed auditory feedback (DAF) on immediate and delayed memory. Findings of related DAF experiments are discussed. Three groups of undergraduate students at Albion College, seven males and seven females in each, were subjects. One experimental and two control groups were utilized. All subjects were given a 221-word story of five paragraphs to read aloud. The experimental group and control group 1 recorded their stories on tape. Each member of the experimental group was subjected to a DAF of 2 seconds on the middle paragraph of the story. Reading time was recorded; oral tests of immediate and delayed recall were made. Accuracy of recall was calculated, and time was examined. Findings on time corroborated previous studies. Results of recall tests showed that immediate recall was greatly inhibited by DAF and that greater memory loss was produced by DAF when recalls were obtained orally rather than in writing as had been done in previous studies. Tables and references are included.

6872

Kirby, Clara Lou Laughlin. A Comparison of Scores Obtained on Standardized Oral and Silent Reading Tests and a Cloze Test. 125p. (Ed.D., Ball State University, 1967) Dissertation Abstracts, 28, No. 5, 4512-A. Order No. 68-3243, microfilm $3.00, xerography $6.00 from University Microfilms.

The purpose of this study was to determine any relationship between the reading levels of elementary school children as indicated by their scores on a cloze test and scores on selected oral and silent standardized reading tests. Related hypotheses were tested to determine if the relationship would be similar for subgroups of the sample. These subgroups were composed of boys, girls, outstanding readers, able readers, less-able readers, high-ability students, low-ability students, and pupils from each grade from 1 through 6. Ninety-four boys and 80 girls constituted the sample investigated. The mean IQ for the group was 101.7. Instruments employed in the study were the Gates Reading Tests (Primary, Advanced Primary, and Survey), the Gilmore Oral Reading Test, the Gray Oral Reading Test, and a cloze test. Data were analyzed by simple analysis of variance, F-ratios, t-test, and inspection. Interpretations of the findings led to the following major conclusions: (1) The tests used did not equivalently appraise reading attainment of the subjects studied. (2) Generally, the four instruments yielded comparable reading levels in the intermediate grades and for superior students. (3) The cloze test yielded scores nearly comparable to the Gilmore Oral Reading Test. (4) The use by classroom teachers of a cloze test for determining instructional reading levels of children proved a promising technique.

6396
Kolers, P. A. "Reading and Talking Bilingually," *American Journal of Psychology*, 79 (September 1966) 357-76.

Bilingual subjects were tested in several linguistic tasks with different kinds of material. Passages were prepared in unilingual, alternating, and mixed-language forms. The subjects were tested for comprehension and for ability to read aloud, to make precis, and to speak freely in these forms. Comprehension was unaffected by the linguistic form of a message; however, the other tasks showed decrements of the order of 20-40 percent when mixed text was articulated. The equivalence for comprehension of the form of the text, the occurrence of unique kinds of error in reading, and the problems of memory search in generation were taken as evidence that the encoding and decoding of language are not symmetrical operations. The kinds of error made in reading aloud demonstrated that reading cannot be described accurately in terms of grapheme-phoneme translations only.

5536
Ladd, Mary Eleanor. *A Comparison of Two Types of Training with Reference to Developing Skill in Diagnostic Oral Reading Testing.* 131p. (Ed.D., Florida State University, 1961) *Dissertation Abstracts*, 23, No. 8, 2707-A. Order No. 61-5648, microfilm $2.75, xerography $6.40 from University Microfilms.

Forty teachers who had no previous experience scoring a standardized oral reading test were given two patterns of training and compared on effectiveness in scoring the Gilmore Oral Reading Test. Half the teachers scored the oral reading performance of 10 cases while observing and listening, then rescored the tests using tape recordings of the observed previous performance. Afterward they scored recorded tests of children they had never seen. The second group of teachers engaged in the same three activities but first scored previously recorded tests of children they had never seen, then scored oral reading performance while observing, and finally rescored the taped performance of children previously observed. The two groups of teachers were considered to be equated. Comparisons were made in terms of improvement in ability to detect errors the children actually made (Type I) and the frequency of reported errors which were not actually errors (Type II). The data indicated that training improved the ability to detect and to discriminate among the seven categories of errors. Either training method improved the accuracy in detecting errors and reducing overcalls. The training program which introduced tape recordings of unknown cases as the first activity proved more effective and efficient than did the program which used them as a final activity. The training period in which teachers rescored protocols on the basis of tape recordings taken during actual observation did not serve to improve accuracy in scoring either Type I or Type II errors.

4261
Lawson, John R. and Avila, Donald. "Comparison of Wide Range Achievement Test and Gray Oral Reading Paragraphs Reading Scores of Mentally Retarded Adults," Perceptual and Motor Skills, 14 (June 1962) 474.

The Wide Range Achievement Test (WRAT) scores and the Gray Oral Reading Paragraphs reading scores of mentally retarded adults were compared. The two tests were administered to 30 mentally retarded adults (19 males and 11 females). The IQ's attained for the subjects with the full scale Wechsler Adult Intelligence Scale ranged from 47 to 81. The age range was 16 to 45. A Pearson Product-Moment Correlation of .94 at the .01 level of significance was obtained between the scores for the subjects on the two tests. In this situation, apparently, the use of the WRAT was preferable for indicating subjects' reading ability and was somewhat less time consuming. Also, the WRAT provided additional achievement data about the subjects. A table and references are given.

3753
Lee, W. R. Is the Irregularity with Which English Is Spelt an Important Cause of Reading Difficulty? (London: Language Division, University of London, Institute of Education, 1957) 89p.

The extent to which the irregularity of English spelling causes reading difficulty was investigated. The extended report is presented in nine chapters: (1) Introduction, (2) Previous Research, (3) Evidence from Abroad, (4) Errors in Reading Continuous Text, (5) Errors in Reading Words, (6) Spelling Meaningless Words, (7) Conclusion, (8) Bibliographical Note, and (9) Acknowledgements. Since many languages are much more regularly spelled than is English, a survey of the methods used to teach reading in foreign countries was made. The main effort was concentrated on an inquiry into English children's reading errors as related to the spelling of words read in connected passages and in isolation. To determine whether children form any association between the sounds of English and the most common spellings, an experimental test involving the dictation of meaningless words was devised. Isolating the spelling factor from the numerous other factors involved in reading was difficult, and evidence from abroad was not conclusive. However, even though it could not be proved, there appeared to be a regular correspondence between letters and sounds; there was at least the possibility of a more rapid advance during an analytic-synthetic stage of learning. In England, children on the whole had slightly greater difficulty with the more irregularly spelled words in both continuous passages and in isolation.

5192
Leonardo, M. and Tiffany, W. R. "A Study of Six Machine Programs in Oral Reading Improvement," Speech Monographs, 32 (June 1965) 192-97.

The relative effectiveness of short machine programs for teaching oral reading improvement was evaluated at the University of Washington with 108 undergraduate male freshman English students. Five experimental programs and one control program, each of approximately 9 to 15 minutes duration, were administered to six groups of 18 students. All programs required students to read a short prose passage four times. In all programs employing reinforcement, the scores for reading effectiveness became significantly greater, and the reading rates became slower. In addition, the programs embodying specific suggestions for improvement, except in one instance, were significantly more successful than was the program that used only reinforcement. The significantly greater amounts of improvement of those receiving instruction over those in the control group should be encouraging to speech teachers. Procedures employed with the five experimental groups and with the control group are described. Tables and references are included.

3636
Leutenegger, Ralph R. "Adaptation and Recovery in the Oral Reading of Stutterers," Journal of Speech and Hearing Disorders, 22 (June 1957) 276-87.

Two hypotheses are investigated in this study: (1) the longer the delay interval between successive trials, the greater will be the increment in recovery of stuttering response frequency and (2) the amount of stuttering adaptation increases with successive adaptation trials. Subjects were 36 adolescent and adult stutterers with an age range from 15 years, 6 months to 37 years, 5 months and with a mean age of 22 years, 2 months. Formal clinical experience ranged from 3 weeks to 11 years. Following a preliminary adaptation test for selection, three 250-word experimental reading passages were used to provide probability of stuttering. The particular combinations of recovery-delay intervals and reading passages were randomly determined for each subject independently. Procedures used in the three experimental conditions are explained. Two separate analyses were utilized for recovery and adaptation measures. Analyses of variance revealed significantly different amounts of adaptation and recovery from trial to trial within any given condition. However, there was no evidence to support the hypothesis that longer recovery-delay intervals are accompanied by greater increments in recovery of stuttering response frequency. References and tables are included.

6703
Levin, Harry and Biemiller, Andrew J. Contingent Versus Non-Contingent Spelling Patterns. Studies of Oral Reading, III. Preliminary Draft. 22p. (BR-5-0617-7, OEC-4-10-113, 1966) ED 011 954, microfiche $0.25, hard copy $1.10 from EDRS/NCR.

The effects which certain correspondences between spelling and sound have on reading were assessed. The 54 subjects were drawn in equal numbers from grades 2, 3, and 4. To compare the response latencies and the errors made when reading three intermixed lists of 12 words each, the children were asked to read aloud each word as it was presented on the screen. The first list contained words beginning with "C," "G," or "K" in some of their less common pronunciations. The second list contained words beginning with the same letters in their more common pronunciations. The third list contained words differing from the first list only in having initial letters with invariant spelling-to-sound correspondences. The oral responses to each presented word were tape recorded, and the interval between presentation of the word on the screen and the subjects' response constituted the verbal reaction time. Errors were analyzed from a transcript of the tape. Longer latencies and more errors were found in using the first list, but no differences between the other two lists were observed. Results were most clear-cut for fourth graders. Analysis of the errors showed that most of the errors made on the first list consisted of giving the more common pronunciation of the first letter. The authors' interpretation of the results was that the children responded to the single pronunciation pattern they had learned, the common one, and had difficulty with patterns with which they had little experience. They concluded that the contrastive pronunciation forms should be presented simultaneously to the child.

6701
Levin, Harry and Biemiller, Andrew J. Words Vs. Pseudo Words. Studies of Oral Reading, I. 21p. (BR-5-0617-5, OEC-4-10-113, 1965) ED 011 952, microfiche $0.25, hard copy $1.05 from EDRS/NCR.

This study was designed to test the validity of response latency as a behavioral index to reading. Children in grades 2, 3, and 4 were shown a randomized list of 16 words consisting of eight real words and eight pseudowords. The time they took to give a verbal response to the word after its exposure was measured. The results showed that children are highly consistent in their behavior across trials and between the two types of words within trials. Younger children took longer to read real words than older children, latencies decreased over trials, and pseudowords were read more slowly than real words. While more errors were made in reading pseudowords rather than real words, younger children made more errors than did older ones. When frequency of errors was controlled, there were no differences in the latencies of real and nonsense words read incorrectly, but for correct responses, real words were read more quickly. These findings indicate the usefulness of response latency as a measure of reading.

6705
Levin, Harry and Turner, Elizabeth Ann. Sentence Structure and the Eye-Voice Span. Studies in Oral Reading, IX. Preliminary Draft. 27p. (BR-5-1213-9, OEC-6-10-156, 1966) ED 011 957, microfiche $0.25, hard copy $1.35 from EDRS/NCR.

This study investigated the effects of the grammatical structure of reading materials on the eye-voice span (the distance the eye is ahead of the voice in reading aloud). The hypothesis of the study was that the eye-voice span is not a constant or fixed length regardless of the material being read, but that, among other factors, it is affected by the grammatical structure of the reading materials. Ten subjects from grades 2, 4, 6, 8, 10, and adults were tested with four types of sentences. The eye-voice span was measured at various points by turning out the light at some point in the reader's delivery and seeing how far he can continue reading when the print was no longer visible. Two similar sets of sentences were prepared, one using the vocabulary of a second grader and the other using the vocabulary of a sixth grader. The sentences were constructed with phrase units of two, three, and four words and were all long enough to provide at least 10 words beyond a "light-out" eye position. Results of the study supported the hypothesis that subjects tend to read in phrase units. Older readers read to phrase boundaries more often than did beginning readers. Fast or good readers read to the end of phrase boundaries more often than the slow or poor readers did. There was also a significant difference between the eye-voice span on active and passive sentences for older subjects.

3870
Luser, Carolyn; Stanton, Eileen; and Doyle, Charles I. "Effect of an Audio-Visual Phonics Aid in the Intermediate Grades," Journal of Educational Psychology, 49 (February 1958) 28-30.

The effect of group formal phonics drill on selected factors of reading achievement was studied. Two hundred and fourteen children from eight lower socioeconomic third- and fourth-grade classrooms in Chicago served as subjects. An experimental and control group were chosen from each of four schools. The criterion for choosing the experimental groups was lower-average intelligence test scores as determined by the Kuhlmann-Anderson Intelligence Test, Form D. In addition, Gray's Oral Reading Paragraphs, Stanford Primary Reading, Form D (paragraph meaning and word meaning), and the Marion Monroe written form of the Ayres Spelling Scale were administered as pretests and post-tests.

The drill sessions began in mid-year and were conducted for 15 weeks, three times a week for 20 minutes. Chi-square and the standard error of gain were used to analyze the data. The experimental groups made significant gains in oral reading, paragraph meaning, and spelling but not in word meaning. Gain in intelligence test scores was attributed to improved habits of attention from the drill sessions. References and a table are included.

2934
MacLatchy, Josephine H. "An Oral-Reading Test as an Appraisal of Progress," Educational Research Bulletin, 28 (December 7, 1949) 230-39.

The use of the Gray Oral Reading Check Tests as a measure of progress for a group of second graders is reported. Non-static grouping based upon ability, interests, social adjustment, and effort was used for instruction. Transfers in grouping depended upon enjoyment of content and accomplishment in reading. The Check Tests were given in September, January, and May. In May, numbers four and five of Set II were given to all 194 pupils. Averages were computed for small groups for each testing period. Results indicated a marked decrease in errors and an improvement in rate for the best readers. The middle groups showed greater progress from February to May than did the best readers from September to January. The slow readers achieved better averages than either the best or middle groups on the September testing. An appraisal of the scores on the three objective tests indicated gratifying progress for all groups. All but the lowest quarter were well beyond their grade placement at the end of second grade. Slow readers, as a group, were within 4 months of their grade placement.

4942
Malmquist, Eve. Overgang fran Textning till Vanlig Skrivstil. Nr. 3. (Kungl: Skoloverstyrelsen, 1964) 99p.

The psychological and educational advantages of postponing the change-over from manuscript writing to cursive style writing until the spring term of the third grade were investigated in a 3-year study (1959 to 1962) in Linkoping, Sweden. Four parallel first-grade classes were organized, and two were chosen by lot to be the experimental group in which cursive writing was introduced during the third grade. The control group followed the Swedish practice of introducing cursive writing in the first grade. Subjects were 308 students equated with regard to number, age, sex, intelligence, and social-group classification. The following hypotheses were tested: (1) The experimental group should achieve higher scores on standardized tests measuring accuracy and speed in oral reading and comprehension in silent reading and (2) The experimental group should achieve greater speed and legibility in writing manuscript style, better results on spelling tests, and speed and quality of cursive writing comparable to the achievement of the control group. Evidence to support the postponing of learning a cursive style of handwriting until the spring term in the third grade is presented. A bibliography includes both English and Swedish entries.

6634
Manning, John C. Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in Grade One. 149p. (CRP-2650, University of Minnesota, Minneapolis, 1966) ED 010 030, microfiche $0.75, hard copy $7.45 from EDRS/NCR.

The effectiveness of three methods of first-grade reading instruction employing similar basal reader story content was investigated. The three methods were (A) the instructional procedures outlined in the teachers' manual accompanying the Ginn basic reading series, (B) a levels-designed program stressing early intensive letter readiness activities followed by experimental procedures for teaching word recognition, phrase reading, oral and silent reading skills, and (C) reading procedures similar to those specified in method B implemented and supplemented by a 10-level writing program using basal reader vocabulary. Both methods B and C used the Ginn reading series for vocabulary and story content only. Certain general provisions for differentiating and individualizing reading skills instruction were followed by teachers of groups B and C. These covered identifying differences in ability level, individual rates of learning, and remedial skills; encouraging initiative-thinking ability; and improving quantity and quality of pupil participation reading activities. Thirty-six teachers and 958 first-grade pupils from Sanger and Clovis, California public schools were the total sample. Following the 140-day experimental period, the reading abilities of all the children were measured and the results statistically analyzed. The superiority of a highly differentiated program of reading instruction over a developmentally oriented basal reader program was clearly apparent by statistically significant differences, favoring groups B and C on all criterion measurements.

5209
Many, W. A. "Is There Really Any Difference -- Reading Vs. Listening?" The Reading Teacher, 19 (November 1965) 110-13.

A study was done to determine whether a significant superiority exists in the comprehension of identical materials when presented in either the visual or the oral mode. Subjects were 352 pupils from 14 sixth-grade classrooms in three Midwestern communities. Tests measured nine listening skills and oral and silent reading. The order of presentation was adapted to compensate for the factor that material presented orally was identical with that presented visually. No test was made of the differences between the means of order of presentation. Analysis of scores was based upon class means rather than upon individual responses. Estimated reliability of the two tests for oral and visual comprehension was determined, and significant elements of the two modes were evaluated statistically. The statistical advantage was in favor of the visual mode of presentation (reading) rather than the aural mode (listening). Implications of the findings are discussed. References are listed.

6915
Maxey, Earl James. An Investigation of the Rasch Probability Model for Speed in an Oral Reading Test. 429p. (Ph.D., The University of Iowa, 1967) Dissertation Abstracts, 28, No. 8, 3075-A. Order No. 67-16, 817, microfilm $5.50, xerography $19.35 from University Microfilms.

This investigation consisted of a description of the theoretical development of the Rasch Probability model for speed in an oral reading test and a study of (1) the way Durrell Analysis of Reading Difficulty oral and silent reading subtest scores fit the model, (2) the way high comprehension silent reading test time scores fit the model, (3) the appropriateness of the model when applied to reading speed measured by number of words read in a fixed time, (4) the degree of invariance of paragraph difficulty parameters over different levels of reading speed ability, (5) the degree of invariance of pupil parameters over paragraphs of different difficulty, and (6) the relationship between the parameters determined using the model for speed and using the model for errors. Findings indicated that Durrell Oral subtest scores fit the speed model better than any other oral or silent reading data, that ability parameters differed significantly from paragraph to paragraph, that text difficulty parameters were similar in magnitude, that correlations between ability parameters determined using the reading speed model and using the errors model were low to moderate, and that the agreement between difficulty parameters determined by the two models for a common set of paragraphs was high.

3422
McCoard, William B. and LeCount, Samuel N. "An Oral Reading Evaluation of Good and Poor Silent Readers," Speech Monographs, 18 (November 1951) 288-91.

The relationship between the reading comprehension ability of selected college students and their ability to project that comprehension in oral reading was explored. Subjects were 658 new students, selected on the basis of total score on the Cooperative Reading Comprehension Test. The highest 50, with a mean score at the ninety-fifth percentile, were in the "good reader" group, and the lowest 50, with a mean score in the fifth percentile, in the "poor reader" group. A 230-word, simple, narrative selection was read aloud by each subject and recorded individually on tape. Evaluations were made by six speech experts, using a rating scale of 1 to 7 for 11 items. A total score was obtained from an average of the sum of ratings by each judge for each item, yielding an average intercorrelation of .69. The Spearman-Brown prophecy formula was used to predict a .93 reliability of combined judgments. The t ratio was better than significant at the 1 percent level of confidence, with 20 percent of the poor silent readers and 70 percent of the good silent readers scoring above the group mean for oral reading. References are cited.

4932
McCracken, Robert A. "The Development and Validation of the Standard Reading Inventory for the Individual Appraisal of Reading Performance in Grades One through Six," Improvement of Reading through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 310-13.

A study of the validity and reliability of an individual reading test for measuring the reading achievement of elementary school children is described. Independent reading level, instructional reading level(s), and frustration reading level were measured by the Standard Reading Inventory (SRI). Content validity was found by testing 664 children in grades 1 to 6 using word lists from SRI and securing ratings of content difficulty from 25 experts in the area of reading. Reliability was determined by selecting at random 10 subjects from each grade level 1 to 6 who were divided into two groups of 30 subjects and who were given the two forms of the test. Significant findings were noted for both the reliability and validity of the test.

4629
McCracken, Robert A. "The Oral Reading Performance of a Second Grade Class Using an Informal Reading Test," Journal of Educational Research, 55 (November 1961) 113-17.

The oral reading achievement of good, average, and poor readers were compared. Thirty-six children from a second-grade class were tested individually by one examiner on four graded paragraphs from the diagnostic reading tests of the Teacher's Manual of the Sheldon Basic Readers. Each student read the paragraphs orally and then told what had been read. The speed, kinds of errors, and comprehension were recorded. The pupils were divided into three groups -- good, average, and poor readers -- by the classroom teacher and the examiner, working independently. Wide ranges of individual performance were observed in all three areas -- speed, comprehension, and errors -- with degrees of overlapping between touching groups in all areas. The good readers consistently tended to be superior to the average and poor readers. The average readers tended to be better than the poor readers in all areas except comprehension. The fact that difficult words were pronounced for the poor readers might account for this. The results suggest that oral reading errors may not be discriminating, that all children make similar errors, and that oral performance (not including comprehension) is a general skill composed of highly correlated factors rather than a composite of separate skills. Tables and references are given.

6019
McHugh, Walter J. "Pupil-Team Learning in Reading in the Intermediate Grades," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 78-81.

Pupil-team learning, which is adaptable to most grouping practices, provides teachers with a means of establishing varied learning opportunities for intermediate-grade children. By adjusting reading instruction to varying abilities and rates of progress, by giving help for specific weaknesses and enrichment for areas of aptitude, and by enhancing pupil initiative, pupil-teams create temporary and flexible patterns for time utilization. Techniques for using pupil-teams vary with the skills to be developed. Sample activities in such areas as word recognition, oral reading, review and recall, and critical thinking are given.

6935
Movsesian, Edwin Ara. The Influence of Teaching Music Reading Skills on the Development of Basic Reading Skills in the Primary Grades. 213p. (Ed.D., University of Southern California, 1967) Dissertation Abstracts, 28, No. 8, 3078-A. Order No. 68-1199, microfilm $3.00, xerography $9.70 from University Microfilms.

The influence of teaching specific music reading skills on the development of reading vocabulary and comprehension skills and on the elimination of oral reading errors was investigated. The t-test was applied to data obtained from the California Achievement Tests, the Gray Oral Reading Test, and the Survey of Primary Music Reading Development. Results indicated that first and second graders became significantly more efficient in the utilization of basic reading skills, excluding oral reading, when concurrently taught specific music reading skills; that third graders improved significantly in oral reading efficiency; that first graders became significantly more efficient in reading comprehension; and that second graders became significantly more efficient in developing reading vocabulary and comprehension. Recommendations for further research and for implementation of primary grade music reading programs are made.

3534
Mulder, Robert L. and Curtin, James. "Vocal Phonic Ability and Silent-Reading Achievements: A First Report," Elementary School Journal, 54 (November 1955) 121-23.

The hypothesis that a relation exists between the ability to fuse phonetic elements, presented orally, into words and the ability to read was investigated. Sixty-three fourth-grade pupils in the public schools of Independence, Oregon, were subjects. A tape recording of 78 one-syllable nouns was utilized to test the students' ability to synthesize the phonetic elements in words presented orally. Reading scores from the Iowa Every-Pupil Tests of Basic Skills, Battery A, Form M, were obtained for each individual. An analysis of data indicated a positive relation between silent reading ability and vocal phonic ability. Poor readers were deficient in the ability to synthesize phonetic elements of words into meaningful word patterns, while good readers apparently possessed this ability. References and implications for further research are included.

3975
Natchez, Gladys. Personality Patterns and Oral Reading. (New York: New York University Press, 1959) 198p.

A study of the relationship between a child's reactions during a reading situation and his reactions in general is reported. The investigation was particularly concerned with the retarded reader and his frustration behavior in the reading situation as compared with his frustration behavior in other situations. The report includes the following chapters: (I) the statement of the problem and the need for the study, (II) related literature, (III) procedure for collecting the data, (IV) results, (V) summary and conclusions, and (VI) discussion, with suggestions for further research. Four appendixes give the results of the tests in tabular form, the rating scale form for pupils, the various forms used to obtain information from school records, and the manual of directions for the check sheet. (The check sheet was designed to aid the examiner in gaining insights into the child through careful attention to the way he approaches the reading task.) Each chapter has its own summary and references. In Chapter III, the instruments and techniques used to measure overt frustration-type reactions to the reading situations and other general situations are described. A bibliography is included.

4956
Netley, C.; Rachman, S.; and Turner, R. K. "The Effect of Practice on Performance in a Reading Attainment Test," British Journal of Educational Psychology, 35 (February 1965) 1-8.

The purpose of this study was to measure the extent by which practice effects influence retest results on parallel forms of the 1963 edition of the Neale Analysis of Reading Ability (NARA). The population included 68 children from the three oldest classes in a London, England, primary school. The first retest was administered 1 week after the initial test. A second retest was administered 14 to 15 weeks later. Two of the four groups took only the initial test and the first retest. The other two groups took the initial test and both retests. One group took the same form of the test three times and the other groups alternated forms. The results of the tests of reliability, intercorrelations between subtests, comparison of forms, and practice effects are included. A discussion and conclusions follow the results. It was found that the NARA is a test of high reliability and is insensitive to practice effects. Resources are included.

5229
Neville, Mary H. "Methods of Teaching Reading to Beginners," Alberta Journal of Educational Research, 12 (June 1966) 131-39.

The differential effects of three methods of developing beginning reading ability -- reading silently, reading orally, and listening to a competent oral reading of instructional material -- were examined. The subjects, 93 grade-1 pupils, were assigned randomly to three equal-sized groups and were matched with regard to intelligence and sex. The subjects were tested individually by being asked to read a selected passage aloud or silently or to listen while the experimenter read the passage. Accuracy of the child's word identification was measured by having the passage read aloud and the errors recorded. Comprehension was measured by questions which the child answered orally. To compare the effects of the three treatments, analysis of variance was used. Results suggested that hearing a model before making an oral response will, because the intonation patterns of speech have been heard, help the child grasp sentence meaning and identify words from context. The difference between the means of the three groups on the accuracy test was not significant. But, the means of the three groups were statistically significant on the comprehension test. Tables and references are included.

6940
Nichols, Nancy Jane. Comparison of Three Methods of Teaching Reading in the Second Grade. 193p. (Ed.D., Syracuse University, 1967) Dissertation Abstracts, 28, No. 11, 4540-A. Order No. 68-5514, microfilm $3.00, xerography $8.80 from University Microfilms.

Possible differential effects of three contrasting approaches to primary reading instruction on the achievement of pupils at the end of second grade were investigated. A basal reader approach (Ginn Basal Series), a modified linguistic approach (Singer Structural Reading Series, synthetic phonics), and a linguistic approach (Bloomfield, Barnhart, "Let's Read") were the instructional treatment approaches studied. Each experimental treatment was used in seven different classrooms. Of the 467 children who took part in the first year of the study, 376 participated in the second year. Achievement was evaluated in the areas of word and paragraph reading, comprehension, reading accuracy, and reading rate. Amount of independent reading, attitude toward reading, skills in word analysis, and the related skills of spelling and written composition were also studied. An analysis of the data showed the means of the linguistic group and the modified linguistic group to be superior to the means of the basal reader group on spelling and word meaning criteria. The linguistic group was superior on oral reading comprehension. The linguistic group read significantly more books as independent reading.

6942
Nurss, Joanne Ruth. Children's Reading: Syntactic Structure and Comprehension Difficulty. 129p. (Ph.D., Columbia University, 1966) Dissertation Abstracts, 28, No. 2, 503-A. Order No. 67-9361, microfilm $3.00, xerography $6.20 from University Microfilms.

An analysis was made of the hypotheses that sentences of greater syntactic complexity would be more difficult reading for primary grade children than would sentences of less complex structure when structural complexity was assessed (1) by structural depth, using Yngve's depth hypothesis and Allen's sector analysis and (2) by structural organization, as defined in traditional grammar. Thirty-six one-sentence stories representing varying structural depths and organizations were read by or to 144 second-grade subjects who had been selected through use or nonuse of a test on vocabulary used in the compositions. Comprehension was tested by a picture comprehension test and an analysis of oral reading errors. Picture comprehension scores showed no significant differences due to structural complexity for students with or without the vocabulary screening test. Listening comprehension was easier than reading comprehension for children not screened on vocabulary. Oral reading and listening comprehension were easier than silent reading comprehension for students who had been screened on vocabulary. It was concluded that at the beginning reading level, vocabulary contributed most to variability in reading difficulty. Syntactic structure affected reading difficulty when measured by oral reading errors but not when measured by the picture comprehension test.

6706
Nurss, Joanne R. Children's Reading--Syntactic Structure and Comprehension Difficulty, Final Report. 20p. (BR-6-8331, OEG-1-6-068331-1643,

Columbia University, New York, Teachers College, 1966) ED 011 975, microfiche $0.25, hard copy $1.00 from EDRS/NCR.

The concern of this study was the effect of sentences of varying structural complexity on primary grade children's oral reading, silent reading, and listening comprehension. The author prepared 36 one-sentence "stories" which varied in structural complexity as assessed by the depth hypothesis of structural depth (Yngve, 1960), sector analysis of structural depth (Allen, 1964), and traditional structural organization. One-half of the sentences represented different degrees of structural depth, and the other half, different types of structural organization. The structural organization sentences were ranked as complex, compound, and simple as defined by traditional grammar. All sentences were designed with the same interest and difficulty level and were approximately the same length. The subjects were 144 second-grade children, either screened by a vocabulary test or selected without the test. The sentence "stories" were experimentally rotated over the three tasks of oral reading, silent reading, and listening comprehension. Comprehension of each sentence was measured by a picture-comprehension test and an evaluation of oral-reading scores. The hypothesis that sentences of greater structural depth would be more difficult for children to read was partially supported by the oral-reading error data, but not by the picture-comprehension data. The hypothesis that sentences of more complex structural organization would be more difficult to read was supported by neither measure.

5604
Patty, Delbert Lee. A Comparison of Standardized Oral Reading Test Scores and Informal Reading Inventory Scores. 191p. (Ed.D., Ball State University, 1965) Dissertation Abstracts, 26. No. 9, 5302-03-A. Order No. 65-13, 037, microfilm $3.00, xerography $8.80 from University Microfilms.

The study was designed to determine whether reading inventories and standardized oral reading tests yield similar data for determining reading levels of children. The following were investigated: the instructional reading level, independent reading level, frustration reading level, contextual word pronunciation level, comprehension level, reading rate, reading time indicated by performance on the Informal Reading Inventory, the Informal oral passages, the Informal silent passages, the Gilmore Oral Reading Test, and the Gray Oral Reading Test. The population consisted of 30 percent of the children in grades 1 through 6 or 178 children. The Gray test and the Informal oral passages were considered the most desirable instruments for determining levels of reading because either test was administered in less time than other instruments and either test yielded adequate data for assigning reading materials. However, it was impossible to generalize whether standardized oral reading tests usually indicate the various reading levels of children as do informal reading inventories. Additional conclusions are included.

3435
Peters, Robert W. "The Effect of Changes in Side-Tone Delay and Level upon Rate of Oral Reading of Normal Speakers," *Journal of Speech and Hearing Disorders*, 19 (December 1954) 483-90.

The effect of accelerated side-tone transmission times upon rate of oral reading was studied with 18 college-age males. Each subject read a total of 36 five-syllable phrases and a short prose passage (under 12 experimental conditions) at both his natural and maximum oral reading rates. The reading at natural rate preceded the maximum rate by at least 1 week and by not more than 2 weeks. The data were treated by triple-classification analysis of variance. Results indicated that speakers under instruction to read naturally read at faster reading rates under conditions of accelerated side-tone delay than they did under the condition of side-tone delay which approximated the transmission time of normal side-tone. Speakers instructed to read normally read at a progressively faster reading rate as the sound pressure level of side-tone was decreased. Similar results of retarded speech rate were noted at speakers' maximum reading rates. To the extent that the experimental conditions duplicated the normal side-tone experience, the normal external side-tone transmission time constituted a retarding influence upon the rate of oral speech. Tables and references are included.

6951
Pfost, Howard Philip. *Test Anxiety Desensitization as Related to Gains in Remedial Reading*. 97p. (Ed.D., George Peabody College for Teachers, 1966) *Dissertation Abstracts*, 27, No. 5, 1296-A. Order No. 66-11, 233, microfilm $3.00, xerography $5.00 from University Microfilms.

The efficacy of a test anxiety desensitization treatment in improving the reading gain of a group of highly test-anxious male readers enrolled in a remedial reading setting was examined. Twenty-two boys ranging in age from 9 through 14 years were identified as being highly test-anxious by scores on the Test Anxiety Scale for Children (TASC). The experiment lasted 6 weeks. The experimental group received desensitization treatment along with remedial reading. The control group received remedial reading. The desensitization treatment consisted of a graded presentation of a test situation with concurrent presentation of positive reinforcement. Reading tests and the TASC were administered as pre-post measures. Difference scores were used to analyze the data. The control group made significantly more gains in oral reading. The experimental group gained more in silent reading comprehension than in silent reading vocabulary. It was concluded that if desensitization took place in the study, the control treatment was just as effective as the experimental treatment.

5613
Ramseyer, Gary Clark. An Investigation of the Rasch Probability Model for Misreadings in an Oral Reading Test. 166p. (Ph.D., The University of Iowa, 1965) Dissertation Abstracts, 26, No. 10, 5879-A. Order No. 66-3482, microfilm $3.00, xerography $7.80 from University Microfilms.

A mathematical model for misreadings in an oral reading test proposed by George Rasch of the Danish Institute for Educational Research was studied. The existence of invariance in a difficulty parameter for any passage (D_j) and an ability parameter for any examinee (A_i) was investigated. The following major issues were dealt with: the general appropriateness of the model for the misreading scores of 429 reading clinic children on the Durrell oral reading subtest; the degree of invariance of the ability estimates for 74 of these children across the eight paragraphs of the subtest; and the degree of invariance of the difficulty for the eight paragraphs across different ability levels. In the investigation, two graphs were constructed for each of the seven consecutive paragraph pairings. In all the paragraph pairings studied, the model appeared in a general way to be appropriate for the data. In addition, the difficulty estimates of the eight paragraphs were found to be invariant over ability levels to a fairly high degree. Additional findings about the scatter, cluster, and correlations are included.

5616
Raulin, Alda Egle. A Study of the Relationship Between Silent Reading and Oral Vocabulary of Elementary School Children. 157p. (Ed.D., New York University, 1962) Dissertation Abstracts, 23, No. 6, 2016-17-A. Order No. 62-5347, microfilm $2.75, xerography $7.40 from University Microfilms.

Sixty pupils were selected from a screened population to form two matched groups of 30 high achievers and 30 low achievers in silent reading. Matching was done on the basis of sex, age, IQ, reading achievement, and the absence of speech and physical defects. Disparity in reading achievement between the two groups at the 8-, 9-, and 10-year-old levels was 1 year, 1½ years, and 2 years. The oral vocabulary data were derived from tape-recorded protocols using 19 frames of an uncaptioned film strip as a stimulus. All intelligible words of the 60 protocols were punched on IBM cards along with the 3,000 most frequent words of the Rinsland List. Sixty alphabetized and coded lists of oral vocabulary data were obtained. Each word had a frequency number and a number corresponding to the seven Rinsland categories. Lists were printed for each of the two groups subdivided into males and females. Analysis of variance was used to determine the variability on the word lists of the two groups. On the basis of reading achievement, a significant difference between the groups in gross total words, total different words, and total different words in the 3,000 and over category was found. On the basis of sex there was a significant difference in gross total words, average difficulty of words, and total words in the 3,000 or over category. When a comparison was made between reading achievement level and sex, differences appeared only in gross total words and total different words. No significant difference was obtained in the interaction of reading achievement level and sex when comparisons were made on average difficulty of words and total different words in the 3,000 or over category.

5623
Riddle, William T. A Study of the Effects of a Controlled Auditory Distraction Factor upon the Performance of Selected Students on an Oral Reading Test. 103p. (Ed.D., Texas Technological College, 1961) Dissertation Abstracts, 23 No. 9, 3096-97-A. Order No. 61-6683, microfilm $2.75, xerography $5.20 from University Microfilms.

A recording of verbal description, music, and sound effects was used to determine the effect of a controlled auditory distraction factor upon the performance of students on the Gilmore Oral Reading Test. The analysis revealed that the distraction factor did significantly impair the performance of students. Of the eight types of errors substitutions, mispronunciations, and repetitions increased significantly; the remaining five increased, but not significantly. A relation was also established between grade level and errors and achievement level and errors. These relations appeared to become more pronounced under the distraction factor. The author concluded that individuals susceptible to stimuli of an internal or external nature may be mismeasured by diagnostic instruments for assessing oral reading.

4973
Robeck, Mildred C. "Effects of Prolonged Reading Disability: A Preliminary Study," Perceptual and Motor Skills, 19 (August 1964) 7-12.

The effects of prolonged reading disability were studied by comparing certain personality aspects of the 16 youngest children with those of the 16 oldest children attending a reading clinic. Those aspects of personality studied were attitudes toward reading, intellectual functioning, personal and social adjustment, and probable sources of reading difficulties. In the youngest group were two girls and 14 boys whose mean age was 7.10. In the oldest group were three girls and 13 boys whose mean age was 13.7. Oral reading samples for each student were taped and analyzed for error patterns. The California Test of Personality and the Wechsler Intelligence Scale for Children were administered. Clinical observations and the analyses enabled the investigator to classify each reader into one of seven types of disability: extreme tension associated with reading, lack of word-attack skills, absence of word-analysis skills, extreme lack of motivation for reading, extreme avoidance of reading situations, limited capacity for reading, and over-use of context.

The frequencies with which each type of reading disability was discovered are shown. Tables and references are given.

4483
Robeck, Mildred C. "Readers Who Lacked Word Analysis Skills: A Group Diagnosis," Journal of Educational Research, 56 (April 1963) 432-34.

A study was conducted to discover some of the pertinent characteristics of reading clinic children whose most apparent difficulty was the lack of word attack skills. Twenty reading-clinic cases (19 boys and 1 girl ranging from 6.11 to 12.1 years of age with IQ's ranging from 98 to 136 on the WISC) were studied. Oral reading samples of 77 to 266 words in length were recorded on magnetic tape. Errors were symbolically transferred to oral reading sheets. Tabulations were made of insertions, repetitions, refusals, omissions, and reversals. Allowance for differences in the length and difficulty of the samples was made by converting numbers of errors to percentages. Means and standard deviations were determined for six kinds of errors. Samples from children who deviated less than one standard deviation in any kind of error were analyzed for typical error patterns. The most frequent errors were substitutions and refusals. Other tests and statistical methods used are explained. Both null hypotheses were rejected. Tables and references are included.

6473
Robeck, Mildred C. "Types of Reading Disability," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 298-300.

The hypothesis that independent observers could identify five types of reading disability by analysis of oral reading error patterns was tested. A fifty percent accuracy of classification between observers was deemed necessary. Clinic descriptions of oral reading and tape recordings of oral readings were prepared. Twenty clinic cases served as subjects. Each of 53 adult college students in reading laboratory training analyzed two taped oral reading samples. The characteristic error patterns revealed lack of word attack skill, extreme tension while reading, lack of motivation for reading, overuse of context, absence of word attack skills, and nonreading. Thirteen percent of the sample showed symptoms inconsistent with any classification. Eighty-five percent of the cases were readily classified into one of the categories. Most of the students who showed complex patterns were superior in intelligence. Tables and references are included.

5944
Robinson, J. Phil. "Developing Teacher Awareness of Specific Oral Reading Errors," *Improvement of Reading through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 213-14.

An inservice project was conducted to develop teacher awareness of and ability to correct oral reading errors. Teachers heard specially prepared tapes; practiced identifying and recording the sample oral reading errors contained, using a standardized notation system; and compared their noted errors with a key prepared by two reading specialists. Lecture-discussion sections helped teachers relate their awareness of oral reading errors to other aspects of the reading process. The notation system learned and the increased awareness of oral reading errors helped teachers with classroom diagnosis. Among the results of the program were increased teacher interest in and capacity to identify and to deal with oral reading errors, greater classroom grouping flexibility, and plans for further inservice projects of similar focus.

4981
Ruddell, Robert B. "A Study of the Cloze Comprehension Technique in Relation to Structurally Controlled Reading Material," *Improvement of Reading through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 298-303.

An investigation of the effect of the similarity of oral and written patterns of language structure on the reading comprehension of 131 fourth-grade children is reported. The effect of six subject background variables (educational status of the parents, occupational status of the father, intelligence, mental age, chronological age, and sex) on comprehension scores is included. Six passages, three representing high frequency, and three, low frequency patterns of oral language of fourth graders, were written. Difficulty and content of the passages were controlled, and cloze comprehension tests were constructed for each of the passages. Scores were obtained on the cloze test, the Otis Quick Scoring Mental Ability Test, and the Paragraph Meaning of the Stanford Achievement Test, Intermediate Form. Reliability and validity coefficients were determined. One-way and two-way analyses of variance were used to analyze the data. Reading comprehension scores on materials that utilize high frequency patterns of oral language structure were significantly greater than those on materials that utilize low frequency patterns. Of the other six variables, all but one were significantly related to reading comprehension on materials that utilize high and low frequency patterns. Recommendations and references are included.

5643
Schwartzberg, Herbert. *The Effect of a Program of Choral Speaking on the Silent Reading Achievement of Sixth-Grade Bi-Lingual Puerto Rican*

Children in the New York City Elementary Schools. 193p. (Ed.D., New York University, 1963) Dissertation Abstracts, 24, No. 7, 2817-A. Order No. 64-293, microfilm $2.75, xerography $8.80 from University Microfilms.

Thirty pairs of sixth-grade bilingual children of Puerto Rican origin or extraction were matched according to sex, age, IQ, reading achievement, and school class in an effort to test the effect of choral speaking on silent reading achievement. One member of each group was designated as experimental and the other as control. Both groups received reading instruction from the Scott Foresman Basal Reading Series. The experimental group received a series of 44 choral speaking sessions of 40 minutes each, taught by the investigator twice weekly over a period of 6 months outside of the regular classroom. During these periods the control group engaged in extended social studies activities with their regular teachers. Alternate forms of the Metropolitan Achievement Test, Intermediate Reading Test, were administered as pretests and post-tests. Comparisons of gains in silent reading achievement between the experimental and control groups and between boys and girls in both groups indicated no statistically significant differences between the various groupings that could be attributable to other than chance alone.

3560
Shane, Harold G. "The First R," Research Helps in Teaching the Language Arts, Chapter 2, 4-33. (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1955).

Reading research dealing with those areas most frequently of concern to teachers is surveyed. A discussion and a summary for each of the following topics are included: (1) reading readiness, (2) the sequence of reading experiences, (3) word attack skills, speed, and comprehension, (4) the reading program and individual differences, (5) reading and children's interests, (6) the effectiveness of commercial materials, (7) causes of reading disability, (8) evaluating pupils' progress in reading, and (9) the role of oral reading. A 191-item bibliography is provided.

6491
Sheldon, W. D.; Nichols, Nancy J.; and Lashinger, D. R. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers--Extended into Second Grade," The Reading Teacher, 20 (May 1967) 720-25.

The reading, word analysis, spelling, and written composition abilities of 376 second graders were compared, and the oral reading and creative writing performances of 150 randomly selected subjects were investigated to determine the results of three approaches to first-grade reading instruction: basal readers, modified linguistic materials, and linguistic readers. Analysis of covariance was used to compare achievement means of the three treatment groups. Results indicated that all three instructional methods proved effective at the second-grade level. Some significant differences, which favored the linguistic and modified linguistic groups, were noted in subskills and related skills, but none of the approaches proved superior in all aspects of reading. Further research is recommended to determine the emphasis on comprehension skills which is necessary in beginning reading instruction and to determine the long-range effect of diverse training in recognition skills. References are listed.

6492
Sheperd, G. "Selected Factors in the Reading Ability of Educable Mentally Retarded Boys," American Journal of Mental Deficiency, 71 (January 1967) 563-70.

The reading process and the ability of 20 pairs of educable retarded boys matched for mental age but not for reading age were studied. The subjects were classified as adequate or inadequate readers. Tests, analyzed with Chi-square and t-test techniques, showed a significant difference favoring the adequate group on all measures of silent and oral reading ability. A comparison of reading error patterns revealed more faulty vowels and consonants, reversals, omission of sounds, substitution of words, and words aided and refused in the inadequate group. The adequate group made significantly more repetitions. The inadequate group was markedly inferior in sound blending. There was a significant difference favoring the adequate group in the fund of basic information. There was no significant difference between the two groups on tests of auditory discrimination, memory-for-design ability, visual closure, and handedness, eyedness, or lateral dominance. Both groups were below their mental age level in visual motor sequential ability. Teacher ratings of total social and emotional adjustment and home conditions revealed no significant differences between the groups. However, teacher ratings of academic adjustment showed that the adequate students were apparently working up to capacity in reading, but the inadequate ones were not. It was concluded that the differences centered around the inadequate readers' lack of word attack skills and in the use of contextual aids. References are listed.

2959
Spache, George. "A Comparison of Certain Oral Reading Tests," Journal of Educational Research, 43 (February 1950) 441-52.

Attempts were made to reduce various types of norms given for the "Oral Reading Test" and the "Oral Reading, Unaided Oral Recall Test" of the Durrell Analysis of Reading Difficulty Kit and for Gray's Oral Check Test to a common denominator. It was suggested that if Gray's tests were used as follows: Set 1 in grades 1 and 2, Set 2 in grades 3 and 4, Set 3 in grades 5 and 6, and Set 4 in grades 7 and 8, results would then be directly comparable to Durrell's tests. Since Durrell's tests did not extend beyond the sixth grade, the study terminated there. All three sets of standards became highly irregular and divergent after third grade. None showed regular or consistent growth rate in oral reading after fourth grade. It seemed probable that the shift in emphasis from oral to silent reading at this level interfered with the growth in oral rate. Graphs and tables are included.

3458
Staiger, Ralph C. "Certain Language Factors in the Readability of Primary Reading Textbooks," Journal of Educational Research, 48 (April 1955) 589-96.

Eighteen selections from basal readers published between 1935 and 1948 for the reading instruction of children in grades 1, 2, and 3 were used to discover (1) whether the proportion of word errors made by children during oral reading at sight is an adequate criterion for the scaling of primary basal reading materials according to difficulty and (2) which of 44 possible language factors in readability have a significant influence on the difficulty of primary reading textbooks. The subjects for this study were 15 7- and 8-year-olds whose reading grade level ranged from 2.3 to 3.0 on a standardized test. The criterion used to scale the selections according to difficulty was the Word Error Quotient. An informal comprehension test was devised and administered to each subject orally after he had read about half of each selection orally at sight. Findings indicated that the Word Error Quotients made by third-grade children in oral reading at sight were an adequate means of scaling primary selections according to difficulty. Ten of the 44 language factors listed probably influence the readability of primary textbooks. Six references are given.

7013
Summers, Joseph William. A Comparison of Some Psycholinguistic Abilities of Educable Mentally Retarded Readers and Non-Readers. 84p. (Ph.D., The University of North Carolina at Chapel Hill, 1966) Dissertation Abstracts, 27, No. 8, 2411-A. Order No. 67-1055, microfilm $3.00, xerography $4.40 from University Microfilms.

The Spache Diagnostic Reading Scales (DRS) and the Illinois Test of Psycholinguistic Abilities (ITPA) were individually administered to 50 subjects in six public schools. The subjects had been in special education classes for at least 1 year. Twenty-five subjects were classified as readers, and 25 were classified as nonreaders on the basis of their performance in oral reading. The 50 subjects ranged in chronological age from 10-1 to 14-8, in mental age from 5-1 to 9-6, and in IQ from 51 to 76. Analysis of covariance, intercorrelations, and correlations were used to analyze the data. Correlations between oral reading and mental age, IQ, and language age were significant at the .05 level of confidence. The following conclusions were among those drawn from the study. (1) All subjects read below their potential level as measured by listening comprehension. (2) Subjects who scored higher on oral reading scored significantly higher on potential level for reading. (3) Tests of phonics and auditory decoding were better predictors of reading achievement than were MA, IQ, or language age. (4) The ability to learn to read was dependent largely upon the level of cognitive development or symbolic function.

6613
Tanyzer, Harold J. and Alpert, Harvey. Effectiveness of Three Different Basal Reading Systems on First Grade Reading Achievement. 138p. (CRP-2720, Hofstra University, Hempstead, New York, 1965) ED 003 485, microfiche $0.75, hard copy $6.90 from EDRS/NCR.

Basal reader systems for beginners were analyzed to determine the effects of specific system features on the reading achievement of first-grade children of different sexes and levels of intelligence. The project covered the following systems: (1) the Lippincott "basic reading" series, (2) the "early-to-read initial-teaching-alphabet" program, and (3) the Scott-Foresman "new basic readers" series. Approximately 650 children in 26 first-grade classes were included in the experimental sample. The interactional effects of the three experimental treatments, the three levels of intelligence, and the two sexes were analyzed. The Lippincott and "early-to-read" programs utilized an approach to reading that is considerably more analytic than the Scott-Foresman program. Students using the Lippincott series experienced significantly higher achievement on the subtests of vocabulary and spelling in the "Stanford Achievement Test" than the other two groups. Among any of the three basal reader systems, the factor of sex did not produce differential results. Intelligence was not a major factor in distinguishing probable chances for success. On the variables of postinstruction oral reading and word recognition, the Lippincott and "early-to-read" students were comparable when measured. Both groups were significantly superior to the Scott-Foresman pupils on these specific variables.

6515
Terango, L. "Pitch and Duration Characteristics of the Oral Reading of Males on a Masculinity-Femininity Dimension," Journal of Speech and Hearing Research, 9 (n.m. 1966) 590-95.

Certain vocal characteristics of 14 males were compared and rated on a masculinity-femininity continuum. The voices consisted of the extremes of a larger population selected by the faculty from the Kent State University student body. Pitch was measured by a phonophotographic technique. The relatively effeminate voices had a median pitch of 127 Hz, and the relatively masculine voices had a median pitch of 100 Hz. If the median pitch of unselected American males is 130 Hz, it appeared that effeminacy may be associated with voices considerably lower than the typical female pitch. The relatively effeminate voices also displayed a mean rate of pitch change during inflections greater than that of the relatively masculine voices, with a greater difference for upward inflections. None of the other measured vocal characteristics discriminated between the two groups. References are listed.

6518
Treisman, Anne M. "Reading Rate, Word Information and Auditory Monitoring of Speech," Nature, 205 (March 27, 1965) 1297-1300.

The part played by auditory feedback in the control of speech production and in the reading process as a whole was investigated. A set of statistical approximations to English, prepared in the manner described by Miller and Selfridge, and a normal prose passage, taken from Conrad's "Lord Jim," were presented to five groups of university students. Each group read the passages under a different condition: (A) aloud, at natural speed, (B) silently, at natural speed, (C) aloud, with loud masking noise transmitted by earphones, (D) backwards, as quickly as possible, and (E) aloud, with delayed auditory feedback. The time taken to read the passages was measured, and the mean time per word was plotted against the average information level per word in the different passages. In comparing the silent reading condition to normal reading aloud, it was found that a constant 10.6 seconds was added to all passages, indicating an addition of time for control of articulation rather than for the information component. No significant difference in time was found between reading aloud normally and reading aloud in masking noise. The only condition which affected the information rate negatively was the introduction of delayed auditory feedback. The delay in feedback might cause a phonemic mismatch. There are fourteen references.

5693
Truher, Helen Burke. Relationship Between Difficulty Levels of Assigned Texts and Reading Ability of Elementary School Pupils. 529p. (Ed.D., University of Southern California, 1961) Dissertation Abstracts, 22, No. 1, 184-85-A. Order No. Mic 61-2540, microfilm $6.75, xerography $23.85 from University Microfilms.

Two hundred and ten pupils in grades 2, 4, and 6 were given the Gilmore Oral Reading Test, the California Reading Test, the Informal Reading Inventory, and an informal phonics test and were classified as inferior, average, and superior readers. All assigned textbooks were graded by readability formulas. For inferior readers significant differences were found in pupil placements when assigned reading texts were compared with both the oral and informal inventory scores. For average readers significant differences were found between readability levels of reading texts and pupil scores on the silent reading tests. For superior readers levels of reading texts were significantly lower than pupil scores on any of the tests used. Assigned reading texts were read orally by inferior readers with an average of 14 errors in 100 words, by average readers with an average of 4 errors, and by superior readers with an average of 1 error. Inferior readers scored higher in comprehension of oral reading than either of the other two groups. Mean readability levels of basal texts were not significantly different from the recommended publishers mean grade placement, but individual books differed in placement by more than 2 school years. Some pupils were assigned texts in content areas more than 2 years above the level of their reading texts. One-half of the teachers stated that difficulty levels were not suitable for individual pupils. Oral reading was frequently mentioned by the teachers as an important diagnostic aid, but standards for it differed. Two-thirds of the teachers disagreed with the criteria of the Informal Inventory for the instructional level of pupils.

6046
Veatch, Jeannette. "The Conference in the Individualized Reading Program: The Teacher-Pupil Dialogue," The Individualized Reading Program: A Guide for Classroom Teachers. International Reading Association Conference Proceedings, 11, Part 3 (1966) 13-18.

The individual conference, a most important aspect of an individualized reading program, gives teacher and child opportunities to examine reading strengths and weaknesses, to share interests, and to develop working relationships. Both teacher and child have roles to play in each of three major phases of the conference. In the preparation phase, the teacher organizes record keeping devices, becomes familiar with what the child is reading, and gathers materials for further work. The child prepares a selection for oral reading and does any recording necessary. In the conference proper, the teacher and child exchange ideas, the teacher guiding the child through questions dealing with comprehension and mechanical and study skills. Open-ended questions give the child an opportunity to respond personally. The child reads orally a preselected passage which is then discussed. In the third phase, closure, the teacher and child draw conclusions about the conference and plan activities for the next conference.

7034
Walker, Billy Wayne. Effectiveness of a Reading Clinic by Levels. 80p. (Ed.D., North Texas State University, 1966) Dissertation Abstracts, 27, No. 9, 2756-A. Order No. 67-2581, microfilm $3.00, xerography $4.20 from University Microfilms.

The reading achievement of pupils assigned to a remedial reading clinic was identified and analyzed by grade levels and by intelligence levels. Three measures of oral reading and one of silent reading were used. The sixth edition of the Kuhlmann-Anderson Intelligence Tests furnished the intelligence measure. Levels of intelligence were determined by dividing the sample of each grade level at the median IQ. Subjects of this study were 66 pupils each from grades 3 through 6 who were assigned to the remedial reading clinic of a large metropolitan city. Tests were administered in October and again in May. Pupils received remedial instructions 45 minutes twice a week for 7 months. It was concluded that grade placement was not a significant factor in determining the child's success in this remedial program. The criterion for accepting pupils with a minimum IQ of 90, as determined by a group test, was questionable. Pupils whose IQ's were below the median or near the minimum level of acceptance showed the greater positive variation in their intelligence scores while assigned to the clinic. Oral reading achievement was significantly greater for subjects above the median IQ, but a similar significance was not found for silent reading achievement. Recommendations are listed.

7036
Walraven, Maurice Peter. Perceptual Relationships: Personality-Reading. 92p. (Ed.D., The University of Oklahoma, 1967) Dissertation Abstracts, 27, No. 11, 3742-A. Order No. 67-5998, microfilm $3.00, xerography $4.80 from University Microfilms.

This study considered the possibility that poor readers, lacking communication ability, tend to view their environment as constricting and tend to become "constricted" in their own development. The relationship between size constriction, as measured on the Bender Gestalt Test, and reading disability was investigated in the case of a group of disabled readers from a socially and economically deprived area. A significant relationship was indicated when reading ability was measured on the Slossen Oral Reading Test. No significant relationship was indicated between the Bender factor and reading disability, as measured by either the Gates Reading Survey, the Gilmore Oral Reading Test, or the reading section of the Wide Range Achievement Tests. The possible lack of motivation due to environmental deprivation was mentioned as a factor which could have affected study results.

6534
Weaver, W. W. and Garrison, N. "The Coding of Phrases -- An Experimental Study," Journal of Communication, 16 (September 1966) 192-98.

The effects of sequence on the oral reading speed of 40 subjects who read lists of prepositional phrases were examined. Results of a three-way analysis of variance computed on the experimental lists showed a statistically significant difference between the speed of reading when the preposition was first and when it was last. Statistically significant differences in reading speed for varying difficulty levels and for individual subject readings were also found. All interactions were nonsignificant. It was concluded that increased latency involved in reading lists of phrases with the preposition last was an effect of sequence alone. The theory that these small frequent words in our language perform a programing function related to the retrieval and storage of lexical elements was proposed. References are listed.

5707
Wedesweiler, Charles August. Syntax of Nonsense Passages and Eye Fixations in Oral Reading. 119p. (Ph.D., University of California, Los Angeles, 1965) Dissertation Abstracts, 26, No. 9, 5256-A. Order No. 66-3320, microfilm $3.00, xerography $5.80 from University Microfilms.

It was postulated that eye-movement responses, especially varying interfixation-movements, are mediated by learned molecular habits related to linguistic characteristics of textual stimuli and that these responses can be analyzed on a moment-to-moment or phrase-by-phrase basis. Eight word sections were alternated in passages of 144 words. For half of the design, the first and last four-word sections within each eight-word section were reversed in position. The subjects, all males, were identified as average to excellent readers. The apparatus was a 35 mm. eye-movement camera, the Ophthalmograph, modified to hold rigidly a ½-inch dowel which the subjects were to bite firmly while reading the passages aloud. A five-factor analysis of variance, mixed design, was employed. The relationship of the variables was stated in terms of the degree of syntactic constraint. It was hypothesized that learned molecular habits related to syntax would mediate decreasing eye-fixations with increasing syntactic constraint, reversing the inequalities for prediction of significant differences for frequency of fixations. Additional controls were suggested for further experimentation.

2975
Wells, Charles A. "The Value of an Oral Reading Test for Diagnosis of the Reading Difficulties of College Freshmen of Low Academic Performance," Psychological Monographs, 64, (n.m. 1950) 1-35.

The usefulness of diagnostic oral testing in the reading of college freshmen was questioned. Since evidence supporting this method was lacking in current literature, 80 students (74 male and 6 female) of the 1947 freshmen class of the American International College were tested. The languages spoken in the homes of these students were as follows: 41 English, 14 Italian, 10 Polish, and 15 other foreign languages. The content for the development of the oral tests was taken from freshmen texts of psychology, history, natural science, and English, no longer published. After a scattergram study of the preliminary testing, only mispronumciations, punctuation errors (indicated by a lack of change of voice), omissions, and substitutions were included. Intercorrelations of silent reading and intelligence were established with each type of error. Since low correlations were obtained between total oral errors and tests of silent reading, and since Gilmore's correlations between grade levels and oral reading tests were high for grade 2 and progressively lower for grades up to eight, advancing an oral reading test for college freshmen could not be justified. The oral paragraphs constructed for this test and their comprehension questions are included with statistical tables.

6161
Whipple, Gertrude. "Essential Types of Reading in the Content Fields," Improvement of Reading through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 31-33.

The successful use of reading in content fields depends upon the teacher's knowledge of the subject matter, the choice of reading as the best means of learning the material, the centering of focus on ideas to be learned from reading rather than on facts, and the use of reading to further subject matter goals. Oral reading can be effectively used in pooling information, becoming used to specific vocabulary, and increasing the experience of reader and listener. Skimming can be effectively used to locate specific information and to survey material. Cursory reading can provide a grasp of main idea, a review of ideas, and a general picture of what is contained in a selection. Assimilative reading involves reading carefully and abstracting pertinent information from what is read. Critical reading is reflective and involves careful reading followed by drawing inferences and conclusions about what has been read.

6047
Whitehead, Robert. "Oral Interpretation of Literature," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 84-86.

Reading to children can provide satisfying literary experiences when a selection of some substance is combined with enthusiastic interpretation. The profits of such experiences include promotion of interest in literature, character interpretation, relief from tension through humor, and rewarding experiences for both teacher and children. Teachers can make oral reading experiences more successful by summarizing long descriptive passages, carefully choosing selections, discontinuing the reading of unsuccessful selections, interpreting enthusiastically, stopping at high-interest places, and reading above the children's reading levels to increase their interest.

3920
Winchester, Richard A. and Gibbons, Edward W. "The Effect of Auditory Masking upon Oral Reading Rate," Journal of Speech and Hearing Disorders, 23 (August 1958) 250-52.

The influence of a commonly used clinical masking noise (saw-tooth wave-form type) upon the oral reading rate of three groups of 40 veterans with normal hearing was investigated. All subjects had been regularly examined by the Audiology and Speech Correction Clinic of the Los Angeles Veterans Administration Regional Office, Medical Division. One group had been used in a previous investigation of the effects of delayed sidetone presentation on oral reading rate. Subjects in the three groups, wearing headphones, were asked to read aloud a prose passage (also used in the previous delayed sidetone experiment) of 500 syllables taken from a fifth-grade reader under one of three different test conditions: (1) uniaural masking--masking noise at 80 decibels (db) in one ear (one half of the subjects received the noise in the right ear; the remainder received the noise in the left ear); (2) binaural masking--noise at 80 db in both ears; (3) no masking. Reading time for each subject was recorded. No significant differences in reading time among the three groups were revealed in the F-score analysis of results. It was concluded that the application of the saw-tooth masking noise at an 80 db sensation level does not significantly alter oral reading rate for the type of subjects tested. Tables and references are included.

6554
Winnick, Wilma A. and Nachbar, S. "Tachistoscopic Recognition Thresholds Following Paired-Associate Learning," Journal of Verbal Learning and Verbal Behavior, 6 (February 1967) 95-99.

In three experiments of paired-associate learning with college students, a stimulus word was presented and was followed after a 2-second delay by the response word. Each series of stimulus words was seen by the subjects. The response words were seen also (though sometimes for less time than the stimulus words) and were pronounced aloud. The learning situation was followed by the measurement of tachistoscopic exposure time needed for recognition of control words not presented. In all three experiments the response words had significantly lower thresholds than did stimulus words. In the first experiment (24 subjects), the variable of word frequency according to the Thorndike List affected recognition of control words more than other words and affected recognition of stimulus words more than response words. The amount of similarity in the stimulus-response pairs in the second experiment (32 subjects) affected recognition of stimulus words more than response words. In the third experiment (54 subjects), the degree to which the pairs were learned exerted little influence on the recognition of the stimulus words. The recognition thresholds for response words decreased with learning experience and increased with overlearning. Thirteen references are included.

3377
Young, James D. "An Experimental Comparison of Vocabulary Growth by Means of Oral Reading, Silent Reading, and Listening," Speech Monographs, 20 (November 1953) 273-76.

An investigation of the effect upon vocabulary of reading or hearing words in a meaningful context is reported. Three groups, each of approximately 150 college students, were given the Cooperative Vocabulary Test, Form Q. Stories which used the 210 test words were written, and after the test, one group was given the series of five stories to read silently, another group was given the same stories to read orally, and the final group listened to the same series using a tape recorder. Then a second vocabulary test was given, and before and after vocabulary scores for all groups were computed and compared. Very significant vocabulary gains were made by all groups, but the gains made by the tape group were significantly smaller than those for the other two groups. Vocabulary gains were not significantly influenced by sex, IQ, or age, but they were found to be significantly greater for seniors and non-foreign students.

6621
Yvonne, Sister M. Pilot Study on Reading Problems Due to Visual Disability. 41p. (CRP-S-164, Marygrove College, Detroit, Michigan, 1965) ED 003 702, microfiche $0.25, hard copy $2.05 from EDRS/NCR.

A study on the use of the ocularmotor trainer (O.T.) to improve reading achievement by lessening reading disability in left-to-right direction and return sweep was reported. Matched pairs were established of 20 pupils who were randomly selected for experimental and control group assignment. They received reading therapy for 15 weeks. The experimental group received an additional 10-minute period of ocularmotor training during each session. Pretest and post-test procedures were administered for oral and silent reading on equivalent forms of the reading tests. The results indicated that training on an O.T. resulted in greater reading achievement than did training by conventional procedures. Since this pilot study was limited, it was suggested that the study be repeated on a large sample and for a longer period of time.

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Part II

Information on Oral Reading, 1900-1949 (Annotated)

1842
Agnew, Donald C. *The Effect of Varied Amounts of Phonetic Training on Primary Reading*. Duke University Research Studies in Education, No. 5 (Durham, North Carolina: Duke University Press, 1939) 50p.

Summarizes results of studies in third-grade classes to determine effects of phonetic and nonphonetic reading instruction on speed and comprehension in silent reading, on speed and accuracy in oral reading, on eye-voice span, and on reading vocabulary.

6
Anderson, C. J. and Merton, Elda. "Remedial Work in Reading," *Elementary School Journal*, 20 (May and June 1920) 685-701, 772-91.

Outlines types of errors in oral and silent reading. Describes six poor readers, the remedial instruction used in each case, and the results.

2091
Anderson, Irving H. "The Reading Problems of College Students," *University of Michigan School of Education Bulletin*, 12 (May 1941) 126-29.

Presents evidence of the nature and extent of oral reading errors among college students and offers explanations for such deficiencies.

1649
Anderson, Irving H. and Swanson, Donald E. "Common Factors in Eye-Movements in Silent and Oral Reading," *Studies in Psychology of Reading*, 1, *University of Iowa Studies in Psychology*, No. 21, *Psychological Monographs*, 48, No. 3, 61-69. ([illegible]ton, New Jersey: Psychological Review Co., 1937).

Analyzes the eye-movement records in oral and silent reading of 124 university freshmen, including 32 poor readers, 29 good readers, and 63 unselected readers.

1554
Blanton, Annie Webb. "Comparison of Rural and Urban Pupils in Reading Ability," *The Child of the Texas One-Teacher School*. Bureau of Research in the Social Sciences, Study No. 17. University of Texas Bulletin No. 3613, 22-25. (Austin, Texas: University of Texas, 1936).

Compares the median scores of urban and rural pupils on the Thorndike, McCall Reading Scale in grades 2 to 8, inclusive, and on the Oral Reading Check Tests in grades 1 to 8 inclusive.

518
Brooks, Fowler D. The Applied Psychology of Reading. (New York: D. Appleton and Co., 1926) 278p.

Summarizes numerous investigations of reading that relate to practical teaching problems, and presents directions and exercises for improving oral and silent reading.

1977
Boss, Mabel E. "Reading, Then and Now," School and Society, 51 (January 13, 1940) 62-64. See also: Public School Messenger, 37 (April 10, 1940) 29-40.

Compares the achievement of St. Louis elementary school pupils in oral reading, silent reading rate, and comprehension for the years 1916 and 1938, using the same tests.

46
Buehler, E. C. The Creation of Atmosphere by the Reader. (Unpublished Master's Thesis, Northwestern University, 1923).

Reports the results of an experiment to determine the effectiveness of three means of producing atmosphere in audience reading.

2553
Buswell, G. T. Non-Oral Reading: A Study of Its Use in the Chicago Public Schools, Supplementary Educational Monographs No. 60. (Chicago: University of Chicago Press, 1945) 56p.

Presents an analysis of records secured from 1,118 sixth-grade pupils and from 837 third-grade pupils to determine whether pupils taught by the non-oral reading method are able to read better, considering both rate and comprehension, than are pupils taught by the usual method of combining oral with silent reading.

53
Buswell, Guy Thomas. "The Relationship between Eye-Perception and Voice-Response in Reading," Journal of Educational Psychology, 12 (April 1921) 217-27.

Presents a summary of studies undertaken to show the relationship between eye-perception and voice-response in reading.

1135
Camp, Cordelia. "An Oral-Reading Program in the Elementary Grades," Elementary School Journal, 32 (February 1932) 435-41.

Discusses the importance of oral reading, describes the steps taken to improve achievement in grades 4 to 7, and reports the results attained.

912
Camp, Cordelia and Allen, C. H. "How Oral Reading Was Improved through the Use of Gray's Check Tests," Elementary School Journal, 30 (October 1929) 132-35.

Describes the use made of the Gray Standardized Oral Reading Check Tests and indicates the results secured in efforts to improve oral reading.

1863
Daw, Seward Emerson. "The Persistence of Errors in Oral Reading in Grades Four and Five," Journal of Educational Research, 32 (October 1938) 81-90.

Compares types of errors in oral reading made by 200 fourth- and fifth-grade pupils with those made by third-grade pupils. Suggests remedial procedures for the five most serious types of deficiencies.

1570
Duffy, Gertrude B. and Durrell, Donald D. "Third Grade Difficulties in Oral Reading," Education, 56 (September 1935) 37-40.

Summarizes the types of difficulties and errors in oral reading made on tests given to 85 children in three third-grade rooms.

456
Erickson, Emma S. Specific Difficulties of Silent and Oral Narrative Reading. (Unpublished Master's Thesis, University of Minnesota, 1923).

Presents the results of a study, using 45 poor readers in the second and third grades of Minneapolis, which was undertaken to develop a diagnostic technique and to discover types of errors.

1672
Fairbanks, Grant. "The Relation between Eye-Movements and Voice in the Oral Reading of Good and Poor Silent Readers," Studies in Psychology of Reading, 1, University of Iowa Studies in Psychology, No. 21, Psychological Monographs, 48, No. 3, 78-107. (Princeton, New Jersey: Psychological Review Co., 1937).

Analyzes eye-voice records of 48 college freshmen, 25 good readers and 23 poor readers, to determine the type of eye-movement behavior accompanying oral reading errors and the effect of objective factors such as word difficulty upon errors and eye movements.

1996
Frazer, Jane; Ogden, Jean; and Robinson, E. P. "The Testing of Binocular and Monocular Oral Reading Skill," Journal of Educational Research, 33 (March 1940) 528-30.

Presents a statistical treatment of the results of the Keystone Tests of Binocular Skill to determine the reliability at the college level of the use of the Gray Oral Reading Check Tests in measuring binocular and monocular oral reading ability.

2002
Gilbert, L. C. "Effect on Silent Reading of Attempting to Follow Oral Reading," Elementary School Journal, 40 (April 1940) 614-21.

Presents evidence (secured through eye-movement records) of the effect of following printed pages which are being read orally on second through sixth graders' silent reading habits.

829
Gray, C. T. "The Purposes and Values of Oral Reading in the Intermediate and Upper Grades of the Elementary School," Elementary School Journal, 29 (January 1929) 335-43.

Summarizes empirical evidence and scientific study results relative to the purpose and value of oral reading.

124
Gray, Clarence Truman. "The Relation of Breathing to Oral Reading," Journal of Educational Psychology, 4 (January 1913) 39-41.

Presents conclusions concerning the relation of breathing to oral reading based on pneumograph records from 50 children and adults.

2827
Gray, William S. "Comparative Study of Achievement in Reading in 1916 and 1949," Grand Rapids School Survey, 273-79. (Grand Rapids, Michigan: Board of Education, 1949).

Compares oral and silent reading achievement in five schools of Grand Rapids, Michigan, as measured by the same tests given in 1916 and 1949.

132
Gray, William S. Studies of Elementary-School Reading through Standardized Tests. Supplementary Educational Monographs, 1, No. 1. (Chicago: Department of Education, University of Chicago, 1917) 158 p.

Describes the derivation, standardization, and use of the Standardized Oral Reading Paragraphs.

129
Gray, William S. "A Study of the Emphasis on Various Phases of Reading Instruction in Two Cities," Elementary School Journal, 18 (November 1916) 178-86.

Compares accomplishment in oral and silent reading in St. Louis, Cleveland, and other cities.

940
Griffith, Helen. "Time Patterns in Prose: A Study in Prose Rhythm Based upon Voice Records." Psychological Monographs, 39, No. 3. (Princeton, New Jersey: Psychological Review Co., 1929) 82p.

Presents the results of a study of the voice records of nine adults made while they read four types of prose.

158
Harrelson, Pantha Vashti. "The Effect of Knowledge of Results upon Oral and Silent Reading," Peabody Journal of Education, 1 (September 1923) 78-85.

Describes the effect of practice in oral and silent reading on rate and comprehension in the case of 23 college students.

160
Hassall, Mabel and Varley, Lilian. "A Reading Test," Journal of Experimental Pedagogy, 2 (March 1914) 298-301.

Presents the results of tests given to determine the rate and accuracy in oral reading of pupils taught by the sentence and the phonetic methods.

1173
Hobson, Cloy S. and Parke, Wallace E. "Using a Group Test to Identify Types of Reading Difficulty," Elementary School Journal, 32 (May 1932) 666-75.

Compares the scores of pupils in grades 3 to 6, inclusive, on the Monroe Reading Test when given (A) as prescribed, (B) without a time limit, and (C) orally.

2359
Hyatt, Ada V. The Place of Oral Reading in the School Programs. Its History and Development from 1880-1941. Contributions to Education, No. 872. (New York: Teachers College, Columbia University, 1943) 140p.

Reports the results of an analysis of discussions and scientific studies designed to determine the kind of reading taught in 1880 and the influences leading to the fall of oral reading and the rise of silent reading and to indicate the outlook for a wider use of oral reading in classrooms.

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Indiana University (Bureau of Co-operative Research, School of Education). A Co-operative Study of Reading in Sixteen Cities of Indiana. Indiana University Studies, No. 37. (Bloomington, Indiana: University Bookstore, 1918) 44p.

Presents results secured through the use of the Gray Oral and Silent Reading Tests in 16 cities.

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Jones, Effie Butler. "A Comparison of Comprehension Results in Oral and Silent Reading," Peabody Journal of Education, 9 (March 1932) 292-96.

Compares the comprehension scores in oral and silent reading for pupils in grades 3, 5, and 7 from five types of schools.

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Jones, Elmer E. and Lockhart, Albert Victor. "A Study of Oral and Silent Reading in the Elementary Schools of Evanston," School and Society, 10 (November 15, 1919) 587-90.

Presents correlations between the results of tests in oral and silent reading in grades 3 to 8 inclusive.

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Judd, Charles Hubbard. "Reading," Standards and Tests for the Measurement of the Efficiency of Schools and School Systems. Fifteenth Yearbook of the National Society for the Study of Education, 15, Part I, 111-19. (Chicago: University of Chicago Press, 1916).

Reports data concerning oral and silent reading rates and discusses the relation between speed and quality of silent reading.

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Kirby, Byron C. "The Return of Oral Reading," Journal of Education, 124 (February 1941) 58-60.

Summarizes replies from 17 elementary schools in 1940 concerning the proportion of time used for basic reading instruction that should be devoted to oral reading.

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Kirby, Byron C. "Silent-Oral Wins in Test," Journal of Education, 117 (December 3, 1934) 533-34.

Summarizes the results of a study in grades 2 to 6, inclusive, to determine the relative merits of the silent and the silent-oral methods of teaching reading.

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Knoche, Selma Louise. A Study of the Rhythm of Expression of Thirty High School Pupils. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1923).

Compares phonographic records of oral reading with rate and comprehension scores.

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Knott, John R. "Brain Potentials during Silent and Oral Reading," Journal of General Psychology, 18 (January 1938) 57-62.

Analyzes records of brain potentials of normal adult subjects under conditions of complex stimulation by silent and oral reading.

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Lane, R. H. "Reading," First Year Book of the Division of Educational Research, School Document No. 13, Chapter 11. (Los Angeles: Los Angeles City School District, 1918).

Reports studies of rate and comprehension in oral and silent reading and of the vocabularies of basal primers.

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Lane, R. H. Some Phases of Reading in the Elementary School. (Los Angeles: Division of Educational Research, Los Angeles City School District, 1919) 16p.

Describes an oral reading test and presents the results secured through its use in grades 2 to 8, inclusive.

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MacLatchy, Josephine H. and Beavers, Ethel B. "Reading for Enjoyment in the Sixth Grade," Educational Research Bulletin, 14 (February 13, 1935) 38-44.

Reports, for one section of a sixth-grade class that was superior in reading, the amount of reading done for enjoyment when opportunity was provided and the effect of such reading on students' oral and silent reading achievement.

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Madden, Mable and Pratt, Marjorie. "An Oral Reading Survey as a Teaching Aid," Elementary English Review, 18 (April 1941) 122-26, 159.

Reports the results of oral reading tests, based on passages from social studies and science textbooks, given to 591 pupils enrolled in grades 3 to 6 and to 563 pupils in grades 7 to 11 to determine mechanical factors responsible for poor reading.

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McDade, James E. "A Hypothesis for Non-Oral Reading: Argument, Experiment, and Results," Journal of Educational Research, 30 (March 1937) 489-503.

Compares the first-grade reading progress of three groups of pupils taught by different methods: a nonoral reading technique, an oral reading method in which phonics was emphasized, and an oral reading method in which phonics was not emphasized.

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McGrath, Jane Louise. An Experimental Study in First-Grade Reading. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1919).

Reports the results of an analysis of the errors made in 25 first-grade reading recitations, and describes the methods used by the teacher in correcting those errors.

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McLeod, Laurence Spurgeon. The Influence of Increasing Difficulty of Reading Material upon Rate, Errors, and Comprehension in Oral Reading. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1917).

Presents the results of oral reading tests given to 238 pupils in grades 1 to 8, inclusive, to determine the influence of difficulty on rate, accuracy, and comprehension.

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McLeod, Laurence Spurgeon. "The Influence of Increasing Difficulty of Reading Material upon Rate, Errors, and Comprehension in Oral Reading," Elementary School Journal, 18 (March 1918) 523-32.

Summarizes the results of an investigation in grades 1 to 8, inclusive, to determine accomplishment in oral reading.

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Mead, Cyrus D. "Results in Silent Versus Oral Reading," Journal of Educational Psychology, 8 (June 1917) 367-68.

Summarizes the results of tests given to determine the speed and comprehension of oral and silent reading in grades 3 to 8 and in grade 10.

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Mead, Cyrus D. "Silent Versus Oral Reading with One Hundred Sixth-Grade Children," Journal of Educational Psychology, 6 (June 1915) 345-48.

Reports the results of an investigation to determine the rate and comprehension of oral and silent reading among 100 sixth-grade pupils.

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Meier, Clara L. "An Oral Reading Test Program for Retarded Children," Special Education Review, 3 (December 1945) 7-15.

Compares grade scores in oral and silent reading of 329 mentally retarded boys and points out causes of low oral reading scores.

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Merrill, Maud A. "A Scale for the Individual Measurement of Reading Ability," Journal of Educational Psychology, 10 (October 1919) 389-400.

Describes the principles followed in organizing an oral reading test for use in a mental examination.

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Monroe, Walter S. "A Simplified Method of Determining a Pupil's Score on Gray's Oral Reading Test," School and Society, 15 (May 13, 1922) 538-40.

Describes methods of scoring the Gray Oral Reading Test which result in a higher score for each successive grade.

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Morphett, Mabel Vogel and Washburne, Carleton. "When Should Children Begin to Read?" Elementary School Journal, 31 (March 1931) 496-503.

Compares the progress of first-grade children of different chronological and mental ages in vocabulary mastery, oral reading, and general reading ability.

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Moser, H. M. "A Qualitative Analysis of Eye-Movements during Stuttering," Journal of Speech Disorders, 3 (September 1938) 131-39.

Analyzes the eye-movement records of 52 adult stutterers secured under four conditions: silent fixation, silent reading, oral reading, and fixation during propositional speech.

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Mosher, Raymond M. and Newhall, Sidney M. "Phonic Versus Look-and-Say Training in Beginning Reading," Journal of Educational Psychology, 21 (October 1930) 500-06.

Presents the results of tests of eye-habits and of oral and silent reading given to 50 second-grade pupils taught by the "look-and-say" method and to 73 pupils taught by the phonic method.

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Moss, Margery Anne. "The Effect of Speech Defects on Second Grade Reading Achievement," Quarterly Journal of Speech, 24 (December 1938) 642-54.

Compares the oral reading scores of public school pupils who have speech defects with those of pupils of comparable intelligence, chronological age, and school achievement who have normal speech.

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Packer, P. C. and Anderson, H. W. "The Loss in Reading Ability during the Summer Vacation," Midland Schools, 30 (November 1915) 81-82.

Compares the results of oral reading tests given in May and in the following September to first through fifth graders.

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Parke, Kenneth Nelson. The Effect of Rhythm on the Rate of Oral Reading. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1924).

Reports the results of a laboratory study involving the use of dictaphone and photographic records to determine the relation of rhythm to oral reading rate in the first three grades.

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Pattie, Frank A. and Knight, Billie Brandt. "Why Does the Speech of Stutterers Improve in Chorus Readings?" The Journal of Abnormal and Social Psychology, 39 (July 1944) 362-67.

Reports the results of a controlled experiment with 12 subjects in which they read in six different situations to determine the effect of choral reading on the speech of stutterers.

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Payne, Cassie Spencer. "The Classification of Errors in Oral Reading," Elementary School Journal, 31 (October 1930) 142-46.

Presents a classification of the errors made by pupils in grades 2 to 5, inclusive, in pronouncing a list of words some of which were assumed to be familiar and some, unfamiliar.

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Pendleton, C. S. An Inquiry into the Current Specific Social Objectives of Instruction in English in the Public Elementary School and High School. (Unpublished Doctor's Thesis, Department of Education, University of Chicago, 1921).

Presents the results of an exhaustive study of the aims of teaching English, including oral and silent reading.

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Pendleton, Charles S. The Social Objectives of School English. (Nashville, Tennessee: George Peabody College for Teachers, 1924) 226p.

Presents the results of an exhaustive study of the aims of teaching English, including oral and silent reading.

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Pintner, Rudolf. "Oral and Silent Reading of Fourth-Grade Pupils," Journal of Educational Psychology, 4 (June 1913) 333-37.

Reports the number of lines read and the number of points reproduced by 23 children in oral and silent reading.

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Pintner, Rudolf and Gilliland, A. R. "Oral and Silent Reading," Journal of Educational Psychology, 7 (April 1916) 201-12.

Presents the results of an investigation designed to determine the economy and efficiency of oral and silent reading.

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Quantz, J. O. Problems in the Psychology of Reading. Psychological Review Monograph Supplements, 2, No. 1. (New York: Macmillan Co., 1897) 52p.

Reports normal and maximum rates of oral and silent reading and discusses the factors and conditions on which rate of reading depends.

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Riggs, Clarence H. The Correlation of Oral and Silent Reading Ability in Four Public Schools of Evanston. (Unpublished Master's Thesis, Department of Education, Northwestern University, 1920).

Presents correlations between the results of oral and silent reading tests given in grades 3 to 8, inclusive, in four schools.

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Rogers, Maurine V. "Comprehension in Oral and Silent Reading," Journal of General Psychology, 17 (October 1937) 394-97.

Reports the results of a study designed to determine the relative efficiency, in terms of comprehension, of the oral and silent reading of good and poor readers under three conditions: (1) with time held constant, (2) with amount of reading held constant, and (3) with time varied.

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Rouse, Margaret. "A Comparison of Curriculum Practices in Departmental and Nondepartmental Schools," The Elementary School Journal, 47 (September 1946) 34-42.

Compares the percentages of schools in each of two types: (A) those which group pupils for purposes of reading instruction, and (B) those which conduct reading classes by means of routine oral reading.

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Schmidt, William Anton. An Experimental Study in the Psychology of Reading. Supplementary Educational Monographs, 1, No. 2. (Chicago: Department of Education, University of Chicago, 1917) 192p.

Presents the results of a study of the eye movements of children and adults in oral and silent reading.

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Stone, Clarence R. "Improving Reading Instruction in the Light of Current Practices in Grades Four, Five, and Six," Studies in the Elementary School Principalship. Fifth Yearbook of the Department of Elementary School Principals, 344-60. (Washington: Department of Elementary School Principals of the National Education Association, 1926).

Presents a summary of the reports of 40 principals on 150 fourth-, fifth-, and sixth-grade reading lessons which were analyzed to determine the relative emphasis on oral and silent reading.

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Swanson, Donald E. "Common Elements in Silent and Oral Reading," Studies in Psychology of Reading, 1, University of Iowa Studies in Psychology, No. 21, Psychological Monographs, 48, No. 3, 36-60. (Princeton, New Jersey: Psychological Review Co., 1937).

Analyzes data secured by testing college freshmen to identify common elements in oral and silent reading and to determine the nature of the errors made in oral reading by poor silent readers and the effect of change in comprehension requirements on accuracy in oral reading.

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Thompson, Charles Henry. Study of the Reading Accomplishments of Colored and White Children. (Unpublished Master's Thesis, Department of Education, University of Chicago, 1920).

Compares oral and silent reading accomplishments of colored and white children in grades 1 to 8, inclusive.

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Tiffin, Joseph. "Simultaneous Records of Eye-Movements and the Voice in Oral Reading," Science, 80 (November 9, 1934) 430-31.

Describes apparatus essential for securing simultaneous records of eye movements and of the voice in oral reading.

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Tiffin, Joseph, editor. Studies in Psychology of Reading, 1, University of Iowa Studies in Psychology, No. 21, Psychological Monographs, 48, No. 3. (Princeton, New Jersey: Psychological Review Co., 1937) 150p.

Reports six research studies made in the reading clinic at the State University of Iowa dealing with such problems as the eye movements of good and poor readers, common elements in silent and oral reading, common eye movement factors in silent and oral reading, and eye-voice camera for clinical and research studies, the relation between eye movements and voice in reading, and the relation between maturation in certain visual functions and success in reading and arithmetic.

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Tiffin, Joseph and Fairbanks, Grant. "An Eye-Voice Camera for Clinical and Research Purposes," Studies in Psychology of Reading, 1, University of Iowa Studies in Psychology, No. 21, Psychological Monographs, 48, No. 3, 70-77. (Princeton, New Jersey: Psychological Review Co., 1937).

Describes an apparatus, combining the oculophotometer and the phonelescope, which secures simultaneous records of the eye and the voice in oral reading.

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Tinker, Miles A. "Time Taken by Eye-Movements in Reading," Journal of Genetic Psychology, 48 (June 1936) 468-71.

Summarizes records secured from 10 university students with normal vision to determine the variation in eye-movement time resulting from variations in printing arrangement of material, in difficulty of reading material, and in type of reading response including oral reading, silent reading, and single-word response to multiple-choice test material.

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Wells, F. L. "A Glossary of Needless Reading Errors," Journal of Experimental Education, 4 (September 1935) 34-43.

Reports the needless errors, that is, the errors spontaneously corrected upon the mere knowledge that an error had been made, of 13 pupils who were reading orally materials adapted to their respective levels of advancement.

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Wilson, Clara. "A New Study in Primary Reading," Childhood Education, 10 (January 1934) 195-96.

Compares the oral and silent reading achievement of 20 second-grade children with the number of techniques employed in attacking new words.

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Woody, Clifford. "The Effectiveness of Oral Versus Silent Reading in the Initial Memorization of Poems," Journal of Educational Psychology, 13 (November 1922) 477-83.

Presents the results of an experiment which used 17 subjects to determine the relative merits of oral and silent reading in memorizing poems.

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Woolbert, C. H. "Effects of Various Modes of Public Reading," Journal of Applied Psychology, 4 (June-September 1920) 162-85.

Reports studies of the effect on listeners of changes in pitch, time, pause, and intensity in oral reading.

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Yedinack, Jeanette G. "A Study of the Linguistic Functioning of Children with Articulation and Reading Disabilities," Journal of Genetic Psychology, 74 (March 1949) 23-59.

Presents objective data concerning differences in the development and patterning of intelligence, articulation, oral and silent reading, vocabulary, and oral language development in four groups of second-grade pupils.

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Zornow, Theodore A. "The Uses of the Gray Oral Reading Tests in a Rochester School and Some Deductions from the Results," Journal of the New York State Teachers' Association, 6 (April 15, 1919) 99-107.

Analyzes in detail the results of oral reading tests given to 595 pupils in grades 2A to 6A, inclusive.

Appendix A

Instructions for ordering microfiche and hard copy document reproductions from the ERIC Document Reproduction Service

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ERIC/CRIER Reading Review Series Bibliographies

Available from the ERIC Document Reproduction Service

The ED number and microfiche and hard copy prices necessary for ordering from EDRS are given with each bibliography title.

Bibliography 1, Recent Reviews and Bibliographic Resources for Reading Research. August 1967.
ED 013 344, microfiche $0.50, hard copy $4.50.

Bibliography 2, Recent Doctoral Dissertation Research in Reading. September 1967.
ED 012 693, microfiche $1.00, hard copy $11.05.

Bibliography 3, International Reading Association Conference Proceedings Reports on Secondary Reading. September 1967.
ED 013 185, microfiche $2.25, hard copy $30.70.

Bibliography 4, International Reading Association Conference Proceedings Reports on Elementary Reading. October 1967.
ED 013 197, microfiche $4.25, hard copy $56.85.

Bibliography 5, USOE Sponsored Research on Reading. March 1968.
ED 016 603, microfiche $0.50, hard copy $5.30.

Bibliography 6, Title III (PACE) Projects on Reading. March 1968.
ED 017 409, microfiche $0.25, hard copy $2.50.

Bibliography 7, Reports on Reading and the Disadvantaged: Elementary Level. April 1968.
ED 015 350, microfiche $0.50, hard copy $5.65.

Bibliography 8, Reports on Reading and the Disadvantaged: Secondary Level. May 1968.
ED 016 146, microfiche $0.50, hard copy $4.35.

Bibliography 9, A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities. May 1968.
ED 020 865, microfiche $0.50, hard copy $4.00.

Bibliography 10, Research on Reading in the Content Fields: Mathematics, Science, and Social Studies. July 1968.
ED 024 538, microfiche $0.75, hard copy $6.50.

Bibliography 11, Research on Reading in the Content Fields: Language Arts and Literature. September 1968.
ED 024 539, microfiche $1.00, hard copy $11.45.

Bibliography 12, Research on Reading in the Content Fields: General and Other Subjects. October 1968.
ED 024 537, microfiche $0.50, hard copy $6.05.

Bibliography 13, Title III (PACE) Projects on Reading, 1967. August 1968.
ED 023 568, microfiche $0.50, hard copy $4.45.

Bibliography 14, Recent Doctoral Dissertation Research in Reading, Supplement 1. March 1969.
ED 028 055, microfiche $0.75, hard copy $9.00.

Bibliography 15, Research on Elementary Reading: Reading Readiness. March 1969.
ED 029 163, microfiche $0.50, hard copy $6.30.

Bibliography 16, Title III (PACE) Projects on Reading, 1968. March 1969.
ED 029 162, microfiche $0.25, hard copy $2.75.

Bibliography 17, Research on Elementary Reading: Word Recognition. June 1969.
ED 028 310, microfiche $0.50, hard copy $6.05.

Bibliography 18, Research on Reading: Word Lists. September 1969.
ED 030 778, microfiche $0.25, hard copy $2.90.

Bibliography 19, Research on Elementary Reading: Critical and Interpretive Reading. September 1969.
ED 030 779, microfiche $0.50, hard copy $3.10.

Bibliography 20, USOE Sponsored Research on Reading, Supplement 1. September 1969.
ED 031 606, microfiche $0.50, hard copy $3.05.

Bibliography 21, Current USOE Projects on Reading. September 1969.
ED 031 607, microfiche $0.25, hard copy $0.90.

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